

Inspection of Partou Children's House Day Nursery & Pre-School

Park Lodge, Tilehurst Lane, Binfield, Bracknell, Berkshire RG42 5JL

Inspection date: 27 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have a clear vision of what they want children to achieve and learn. Some staff plan and deliver activities based on children's interests, which support children's development well. However, not all staff implement the curriculum seamlessly for all children to make the best possible progress. For example, some children wander around in the two to three room and the rising threes room with little direction and support, as activities are not engaging enough to capture their motivation. However, in the rooms for babies and toddlers, children are captivated well in creative learning. Staff offer a language-rich environment where children in all rooms regularly hear stories and benefit from songs sung and signed to them.

Although suitable staff are on duty to meet the adult-to-child ratio, staff are not always deployed effectively at mealtimes to ensure children are consistently supervised. Despite these weaknesses, children show they are happy and feel safe in the care of staff. The staff support children's physical development well. For instance, babies 'cruise' around furniture that is arranged to help them develop their coordination skills for walking. Older children enjoy challenges in the garden, which helps them learn to manage risks. For example, they climb and balance on large tyres and wooden equipment. Staff are effective in developing children's self-confidence well as they praise them effectively.

What does the early years setting do well and what does it need to do better?

- Overall, staff show an appropriate understanding of the curriculum. They can talk about the learning intentions for children. However, staff do not consistently implement these as well as possible. This means that in some parts of the nursery they do not support children's learning as well as in others.
- Staff provide a range of activities for the children, which they mostly enjoy. Some skilled staff interweave additional areas of learning into activities to support sustained concentration. However, this is not consistent from all staff. Leaders use additional funding well to support individual children. For instance, they have purchased resources to create quieter places for children to support their engagement.
- Staff support children's good health and hygiene well. They encourage children to wash their hands before eating, which helps to minimise the spread of infection. Children benefit from healthy meals with plenty of water to drink. However, at times, staff prioritise care practices and routine tasks over spending time with the children and maintaining their health, learning and well-being.
- Staff comment overall that they feel supported in their work and that they have supervision sessions. However, these sessions are not always targeted accurately enough on coaching and mentoring. Therefore, these do not help identify and address improvements needed to staff practice. Staff comment that they work

well as a team and that managers are always on hand to offer help in the room as needed.

- The nursery's special educational needs coordinator (SENCo) has a good understanding of her role to support children and ensure targeted support is offered. The SENCo, the nursery manager and staff work well with families and other professionals to ensure children receive the support they need. This includes targeted support, as required, within the limitations of the funding and referral constraints.
- Overall, parental feedback is strong, and parents receive a good amount of information about their child's day. However, a small number of parents remarked that they do not know who their child's key person is. This does not help them to build a close partnership. Relationships with other professionals are well embedded to support continuity of care.
- Staff are warm, kind and caring to children. They are effective in supporting children with their behaviour. For example, they teach children to share resources by using a sand timer to indicate whose turn it is. Children behave well and treat each other with respect. They enjoy group activities where staff support them to listen, follow instructions, and play and cooperate well with each other.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching to support and meet the needs of all children, including children with special educational needs and/or disabilities	26/07/2024
review the organisation of mealtimes to ensure children are consistently supervised and staff are well deployed.	26/07/2024

To further improve the quality of the early years provision, the provider should:

- develop further the systems for coaching and mentoring of staff to raise the quality of education
- extend communication with parents to ensure they are aware of the name of their children's key person.

Setting details

Unique reference number	EY441763
Local authority	Bracknell Forest
Inspection number	10354426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	148
Number of children on roll	288
Name of registered person	All About Children Limited
Registered person unique reference number	RP908106
Telephone number	01344 301277
Date of previous inspection	28 August 2019

Information about this early years setting

Children's House Day Nursery re-registered under new ownership in 2012. The nursery is situated in Binfield, Berkshire and is open five days a week from 7.30am to 6pm, all year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 46 staff who work with the children. Of these, 31 hold a childcare qualification at level 2 or above.

Information about this inspection

Inspectors

Tracy Bartholomew
Clare Perry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. One of the inspectors discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspectors.
- The manager and the inspectors carried out joint observations of a planned small-group activity and lunchtime.
- Children spoke to the inspectors about the activities they took part in.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Parents who were available shared their views on the setting with one of the inspectors.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024