

Inspection of Partou Natures Day Nursery & Pre-School

The Meridian House, London Road, Sunninghill, ASCOT, Berkshire SL5 0PL

Inspection date: 24 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this welcoming setting. They are greeted by friendly staff and settle quickly into activities of their choosing. Staff gather information from parents when children first start and use this to plan around children's interests and stage of development. This means staff know the children well and have secure bonds with them. As a result, children feel safe and secure.

Staff have high expectations for all children's development and behaviour and are good role models. Staff plan activities to support children's understanding of sharing and taking turns. For example, children wait patiently for their turn to use the ball run. Children behave well and play alongside and with each other. Older children have formed friendships and play cooperatively together.

Staff ensure that children have time indoors and outdoors to develop their physical skills. Babies are praised as they attempt to crawl and pull themselves into standing positions. More able babies skilfully balance on the indoor beam. Older children excitedly explore the large outdoor area. They develop new skills as they ride bikes and climb through tubes. Children work together as they use different tools to sweep up and clear the leaves in the garden. They learn to manage risks, and with staff support, complete risk assessments in the garden.

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

- The management team have good oversight of the setting and are implementing changes to the environment and the experiences available to children. The curriculum is sequenced to build on what children already know and can do. Staff are supported well and are provided with opportunities for further training. Regular one to one meeting's ensure that staff get the support they need.
- Regular observations and assessments of children mean staff are clear about what children know and what they need to learn next. This also supports staff to identify when there are gaps in children's learning. Plans are then put in place to support children's development. This means children make good progress from their starting points.
- Overall, children's communication and language is supported well. Group times support older children to listen and wait for their turn to talk. Staff talk to children about what they are doing and ask questions to make them think and extend their learning. However, at times, staff do not give children time to think and respond to questions or to use their critical thinking skills to find solutions to problems. As a result, not all children benefit from high-quality interactions to support their communication and thinking skills.
- Children develop a love of books and reading from a young age. Babies listen carefully as staff read a story. They interact with the storytelling by pointing at

the pictures. Older children use books to learn about insects and skilfully copy the pictures to draw their own butterflies.

- Staff support children's mathematical development well. They successfully embed counting into younger children's everyday activities. Older children benefit from activities to develop their understanding of mathematical concepts. As children play with water, staff use language such as light and heavy. This means children are beginning to understand simple mathematical concepts.
- Children's independence is supported well. Staff encourage children to complete tasks for themselves, such as managing their self-care needs and putting their shoes on. Younger children confidently feed themselves with support from staff. This helps them develop skills for their next stage in learning.
- Staff plan activities to help children learn about the world around them. Children look at cards of different animals, including their bone structures. They then work together as they move around the room in different ways, copying the animal movements. Staff provide children with information about other cultures and festivals which are different to their own. This enables them to learn more about the wider world.
- Parents report that their children are happy and progress well. Staff use information gathered from parents to follow babies' routines from home. However, staff do not always share information about children's progress, next steps and how the parents can support children's learning and development at home. This means that some parents are less informed about their child's learning.

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

- strengthen staff skills to consistently give children time to think and respond to questions to support children's language and critical thinking skills even further
- strengthen communication with parents so that all parents have information about their child's next steps in learning and how they can support their child's development at home.

Setting details

Unique reference number	EY404137
Local authority	Windsor and Maidenhead
Inspection number	10417964
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 4
Total number of places	88
Number of children on roll	39
Name of registered person	Nature's Nursery (Ascot) Limited
Registered person unique reference number	RP528072
Telephone number	01344 625070
Date of previous inspection	24 May 2023

Information about this early years setting

Partou Nature's Day Nursery and Pre-school (Ascot) registered in 2010 and is open from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are 13 members of staff working directly with the children, nine of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2025