

# Natures Nursery (Ascot)

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

<b>Inspection date</b>	08/07/2013
Previous inspection date	20/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are safe and secure in the nursery's care. They are welcomed warmly by staff and other children so they feel valued and part of the group.
- Children are happy, motivated and eager to learn because they are interested in the activities and resources provided by staff. As a result all children make good progress.
- Staff keep parents well informed about all aspects of their children's care and learning. This builds trusting relationships and provides continuity in their care.
- Staff work well as a team, making sure that everyone enjoys their time in this inclusive nursery.

### It is not yet outstanding because

- Staff do not consistently encourage older children's independence during everyday routines and activities to prepare them for the necessary skills when moving onto to other settings.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the four base rooms and in the nursery gardens.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at children's learning journeys, planning documentation and sampled a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on inspection.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

## Inspector

Anneliese Fox-Jones

## Full Report

### Information about the setting

Nature's Nursery (Ascot) was registered in 2010. It is one of four private nurseries and is owned by Nature's Nursery (Ascot) Limited. It operates from a converted two storey building in Sunninghill, near Ascot, Berkshire. The children have access to play rooms on the ground and first floor levels of the property. All children share access to an outdoor play area. The nursery is open from 8am to 6pm Monday to Friday all year round, except for bank holidays and Christmas. Children attend for a variety of sessions. With prior arrangement the nursery offers care from 7.30am until 6.30pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 154 children in the early years age range on roll. The nursery provides support to children with special educational needs and/or disabilities. There are 29 members of staff, of whom 21 hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- Increase the daily opportunities for older children to develop their independence and have more responsibilities during day to day routines and activities

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The nursery provides a welcoming and stimulating environment that children are eager to join in and play. Staff regularly attend training and have a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Boxes of resources are well organised so that even the youngest can choose what to play with. Staff use observations and assessments to appropriately identify children's development. All staff contributes to planning to ensure children enjoy activities that interest and challenge them. As a result, children make good progress in all areas of their development, especially as they learn to communicate and to develop their social and emotional skills. This contributes to children's learning and well-being and prepares them well for future learning.

Children enjoy innovative play provision in the outdoor learning environment which has been planned to offer them purposeful play experiences. For example, children enjoy caring for animals and are delighted to see the chickens roaming around the garden. The nursery environment positively reflects the wider community as the resources and activities promote diversity and inclusion. Children have a good sense of belonging within

the nursery; their work is valued and attractively displayed. Older children are developing their personal independence skills and become responsible and independent individuals. However at times staff do not allow them to be fully involved during daily routines and activities. For example, by preparing the table for snack and lunch times or by being able to consistently serve their own food. The development of children's communication and language is encouraged throughout the provision. Older children enjoy drawing and making marks with a purpose. They enjoy books and discussing the stories they share together. Children's creativity and physical development is promoted through a broad range of medias. Older children enjoy weekly music and movement sessions which compliment the other experiences available and link into themes. For example, as they celebrate Australia day, children are excited to move to the music like boomerangs and kangaroos. Children use a variety of toys and equipment to help them progress in their numeracy and problem solving. They count within daily routines and play. For example, when sorting toys and using puzzles to reinforce their understanding of numbers and letters. Young babies are happy and content. They confidently explore a range of materials and resources in their designated room. The atmosphere is relaxed and babies demonstrate their natural curiosity as they independently move around and explore the resources which are accessible to them.

The nursery has good and effective relationships with parents and they speak positively of the care their children receive. Parents are kept informed about their children's care and learning through daily discussions, emails and access to their learning and development records. These display photographs and examples of children's work that give parents a real insight into their child's time at the nursery.

### **The contribution of the early years provision to the well-being of children**

Children receive care from a consistent staff team who have the relevant experience, qualifications and skills to do this. Staff provide good levels of support to children as they are effectively deployed throughout the provision. The key worker system works well in supporting children to feel secure within the nursery. Children develop close relationships with staff and their interaction is enthusiastic and positive. Staff support children's social skills skilfully so they behave appropriately and make friends easily. Praise and encouragement are regularly used to promote children's self-esteem and to develop their sense of achievement.

Children access a stimulating and inclusive learning environment with an extensive range of outdoor resources also available. The outdoor area is an important part of the nursery life and used to extend children's learning. Children have many opportunities during the day to go out and use the resources. These include a 'forest school' area and a dedicated outside art and sand room. These are effectively organised to promote children's self exploration. Daily opportunities for exercise are available in the outdoor area where children develop their physical skills during climbing, den making and balancing.

Children play in a clean and welcoming environment where many resources promote their development in all areas of learning. Children's well-being is prioritised by staff who

ensure that children keep safe and healthy whilst in their care. They develop an awareness of good hygiene skills through their daily routines. Children learn about healthy eating and enjoy a range of well balanced snacks and meals which the nursery provides. Special dietary requirements including meeting the needs of children with allergies are catered for. Children are encouraged and supported to think about their personal safety. For example, they learn how to keep themselves safe around the nursery and in the event of an emergency.

### **The effectiveness of the leadership and management of the early years provision**

The management and staff have a good understanding of the learning and development and safeguarding and welfare requirements. The nursery is clean and there are good hygiene procedures in place. The staff rota and ratios system is effective and ensures that staff are deployed well to meet the needs of the children and a good adult to child ratios are maintained. The nursery have recently employed a new house keeper to carry out daily cleaning chores. This helps staff to work more with the children rather than carrying out cleaning tasks throughout lunch and snack times. The nursery undertakes comprehensive risk assessments of the premises and outings to minimise any potential hazards. Documentation is appropriately organised and is effective in supporting operational practice. All policies and procedures are readily available to staff and parents. They are clearly written, concise and informative. This ensures that the setting is managed safely, efficiently and meets the interests of all its users.

Staff clearly understand how to safeguard children and implement their daily role with a secure understanding of how to keep children safe. All adults are vetted for suitability, visitors are monitored and levels of supervision are good with staff caring and attentive. Children's safety is maximised as the nursery carefully monitors accident records and risk assessments. This allows children to play safely both indoors and outdoors, enjoy outings into the locality and move freely around all available space. As a result children gain confidence and soon become used to making decisions about what they want to do.

The nursery understands the need to evaluate their practice. The manager is committed to raising standards in the nursery and is very receptive to making future improvements. Staff contribute their ideas through regular staff meetings. The nursery has made improvements with regards to the recommendation made at the last inspection. For example, the nursery has introduced a new planning system to ensure links are made to highlight children's next steps in their learning. Engaging the views of parents and children is beginning to evolve. This will in turn support the nursery's ability to share their ideas and suggestions for improvement. The manager oversees the educational programme and discusses with staff the success of different activities. They agree how they can develop children's skills and build on their interests. This means that the nursery can tailor activities to match children's individual stages of development so that children enjoy learning and make good progress.

The nursery values working in partnership with parents and provides them with relevant

information about the early years provision. Parents demonstrate that they are happy with the care their children receive. Parental comments include 'staff are approachable and engaging with the children' and 'they provide an excellent range of activities and children love being outdoors in the wonderful outside space'. Staff develop effective links with local schools and other professionals involved in children's care. This supports a consistent approach to children's learning and prepares them for future transitions.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY404137
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	922721
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	82
<b>Number of children on roll</b>	154
<b>Name of provider</b>	Nature's Nursery (Ascot) Limited
<b>Date of previous inspection</b>	20/12/2012
<b>Telephone number</b>	01344 625070

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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