

Little Roos Day Nursery

Lake End Road, Taplow, Berkshire, SL6 0QH

Inspection date

Previous inspection date

08/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures each child makes excellent progress.
- Children are engaged and very eager to explore, they meet new challenges with real enthusiasm, both indoors and outside.
- Children are secure, happy and confident to express themselves in the warm, welcoming and stimulating learning environment. The key person system very effectively supports children to form bonds and settle in the calm atmosphere of the nursery.
- The manager brings a wealth of childcare knowledge and passion for quality to the setting. There is a strong commitment to continued professional development of all practitioners and continued improvement to the quality of teaching and learning.
- The well-established partnership with parents and professionals that work with children, ensure that staff communicate very effectively, to put the children's needs first.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the outdoor learning environment
- The inspector carried out a joint observation with the manager, held discussions with staff and spoke with children at appropriate times during the inspection
- The inspector looked at children's development records, planning documentation, the provider's self-evaluation form, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Maxine Coulson

Full report

Information about the setting

Little Roos Day Nursery is a private provision that re-registered in 2013. It operates from a grade two listed building in Taplow between Maidenhead and Slough. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm with the exception of bank holidays and Christmas. Children attend for a variety of sessions. All children share access to a outdoor play area. There are currently 53 children on roll in the early year's age range. There are eight staff who work with the children of whom all hold appropriate early years qualifications. The nursery also employs a cook and a business manager. The nursery is accessible by wheelchair although one of the childcare rooms is on the first floor with no lift facility.

What the setting needs to do to improve further

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

- support children further to see activities through to their conclusion, for example by giving sufficient warning to allow children to finish their chosen activity before tidying away.

Inspection judgements

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programme reflects rich, varied, and imaginative experiences that meet the needs of all children. Staff's excellent understanding of the Statutory Framework for the Early Years Foundation Stage helps them to plan effectively around children interests and abilities. This ensures that teaching continually challenges children so they make rapid progress in their learning and development. Staff record children's progress against each area of learning which helps them to identify if there is any delay or gaps in their development. They use the information gained from these meetings to plan appropriate steps in children's learning and development. From the time they arrive, children are eager to explore and they meet every new challenge with real enthusiasm. Babies and young children use staff as a secure base from which to explore independently in their playroom. They sit with staff and join in with familiar actions as they go through each of their fingers and thumb and get very excited as they get to the hand of the rhyme. The member of staff asks what happens next and they all wave their hands and wiggle fingers with delight. Staff are skilled and know when to interact with children to extend their play and learning, and when to allow them to play without their direct involvement. Therefore, children are highly engaged in their play, challenged and become independent learners. However, children do not always have sufficient warning of finishing play time to tidy up

to enable them to see all activities through to their conclusion. Pre-school children demonstrate confident and friendly behaviour. They approach visitors and introduce themselves and ask questions about what they are doing. Children's speech and language skills are developing extremely well. Babies frequently imitate words and sounds as staff use and repeat words to make them familiar. Children thoroughly enjoy time with books. They make their own choices, sit down and turn the pages, looking at the pictures. Children recall the main parts of a story that is central to the latest theme, such as 'Three Little Pigs,' as the story is acted out with great enthusiasm behind the puppet theatre curtain. Children are given a great deal of freedom to choose what they play with; they have access to low level equipment that is regularly changed, so the children can choose what they would like to play with. Children become highly involved in role play activities and demonstrate very good imaginative skills. For example, they build a den in the garden and become the three little pigs in their house, as another child becomes the wolf to 'huff and puff' their houses in.

Rooms are set up to capture the children's imagination as they develop early writing skills and mathematical concepts as they play in the areas set up as a Post Office. They have scales to 'weigh' parcels, and stamps to go on letters. Other children sit at the table with dough and the children use rolling pins, cutters of different shapes and sizes. Again, staff sit with the children teaching new words, such as, squeeze, pull, squash, stretch and pat to music.

Older children eagerly take part in a of number recognition and simple problem solving activities as they excitedly recognise numbers on plates. They count out how many shopping items to match the number on the plate and carefully consider their answer when asked how many more do they need. Children have to their own scrap book where they draw whatever they want. These books clearly show the development of pencil control as lines become straighter and pictures become more detailed through the book. Children learn about their bodies as they talk about their hearts and watch a video about how the blood goes round the body. Children feel their own hearts beating and distinguish between fast and slow.

Overall, children's learning and development is very much in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Their work is filed in their personal profiles as evidence of the children's progress. The setting recognises and highly values the role of parents, which results in an excellent partnership with parents. They work closely together to exchange information about their children through various means. Staff chat to parents of pre-school children and receive a summary of their children's week. They are all encouraged to add comments about what their children have achieved at home and display their 'WOW' moments on notice boards. This helps staff to effectively plan around children's individual interests. Parents receive a written report about their children's progress and are invited in for parents' evenings and add their own comments to the report about how their children are doing. This means they are fully involved in their children's learning, which they can continue at home.

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

The processes to help children settle into the nursery are extremely effective. Parents express that they feel very confident and secure about sending their children to the nursery. The settling-in process for each child is individual and agreed upon between the key person and parent. The effective and well-established key person system in place means that children form secure attachments and their emotional well-being is constantly supported. Children are cuddled and comforted if upset and spend plenty of time with their key person, engaging in activities, such as sharing a book and singing songs and rhythms. Parents are aware of the key person system and the roles and responsibilities of their child's key person and speak very highly of the staff. Parents comments include ' the staff are so professional' 'staff are warm and caring, my son goes in without a backward glance' ' my daughter can't wait to come each time, so I'm upping her hours.'

Staff greet and welcome children and their parents into the nursery. Staff spend time speaking to parents at the start and end of each session, sharing information and providing feedback on the child's learning and achievements. This ensures that the relationships between the nursery and parents is strong. Children clearly feel safe and secure with the staff as they freely and confidently approach them in the different areas of provision and join in with established play. Staff are good role models of behaviour and consistently reinforce positive behaviour, such as encouraging children to walk indoors and run outdoors. Children are encouraged to help at tidy up time, which is made enjoyable by the staff singing songs and praising children who are participating.

Staff use gentle reminders regarding how children can keep themselves safe and evacuation procedures are practised so that children know what to do in such an event. Children are cared for in a safe, well-maintained and attractively-presented environment. Resources are easily accessible in each of the playrooms, which helps children become active learners. They make independent choices from the accessible range of resources. Children in the baby room explore the environment with interest. They crawl round to connect with different resources and enjoy going into enclosed spaces where they look at themselves in a mirror. All children greatly enjoy physical activity in a garden that provides a wealth of play opportunities and experiences. Pre-school children choose when they would like to be outside and move freely with pleasure and confidence in a range of ways as they run around enthusiastically. They play with a large parachute to develop their muscles, use footholds to climb trees and generally access a wonderful variety of activities. Babies' skills develop well as they explore their room. They pull themselves up to stand and staff support them in their walking. Snacks and meals take into account children's dietary needs, likes, dislikes and cultural backgrounds. Children's understanding of healthy eating develops. Staff follow excellent care and hygiene practices, especially with the young children, as they learn to use tissues and anti-bacterial hand wash after every sneeze, to minimise the spread of infection. Older children access the bathroom independently as they understand when they need to use it, to attend to their own toileting needs.

Children are kind to each other and have a good concept of sharing as staff encourage them to develop their understanding of waiting their turn. There are virtually no

behavioural issues for staff to resolve as each and every child in the setting spends the vast majority of their time fully immersed in purposeful play.

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

The managers and their staff have an excellent overview of the setting. Their leadership is inspiring and sometimes innovative. They have an excellent, effective relationship with parents and ensure they are fully involved in their children's learning and development. All required policies and procedures are extremely well written and embedded in practice. Staff have an excellent understanding of safeguarding and are clear about the process to report any concerns and when Ofsted should be notified. Very robust safeguarding procedures ensure that children are kept safe and secure at all times. Risk assessments are clearly evident in each room and include details of staff deployment. Half of the staff hold current first aid certificates to ensure they have up to date knowledge and skills to enable them to respond appropriately to any accidents or medical emergencies. Robust recruitment procedures and a rigid induction for all staff further ensures the safety of children. An extensive induction programme includes management, peer observations and self-reflection. Staff training and development profiles ensure that all staff reach the high standard of expertise and care expected at the nursery. All staff, including bank staff, demonstrate morale is high as they feel very well valued within the nursery and are extremely well supported by the managers. Staff are very well deployed throughout the nursery and the key person system is extremely well embedded. Children form very positive relationships and families feel that the key person is a trusted professional and a friend. Staff feel that they effectively support children to reach their potential and beyond.

Staff have an excellent knowledge and understanding of the Statutory framework for the Early Years Foundation Stage requirements. Observation, assessment and planning is effectively monitored so that key persons know their children in depth and can readily discuss their age and stage of development. Assessment includes children's level of involvement, attitudes and characteristics of learning. Planning is robust, observations are very well written, linked to children's age and stage of development and used effectively to identify their next steps.

Tracking documents and the 'progress check at age two' are used with great effect to accurately identify needs, show progress and ensure activities are planned to enhance learning. The management team effectively monitors and moderates all planning and assessment. High volumes of data is collected and is used very effectively to track all areas of learning, giving the nursery a comparison of achievement. The manager uses the data to further enhance provision and ensure continuity and consistency of care for all children. Self-evaluation is very effective and is ongoing as staff continually reflect on their practice. Data is collected and managers reflect and review the effectiveness of the whole nursery. As a result, children are very well cared for and are highly motivated to learn. The nursery has a strong capacity to improve even further and the managers and staff are rightly proud of their achievements.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY463559
Local authority	Buckinghamshire
Inspection number	923134
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	53
Name of provider	DR Arora Enterprises Ltd
Date of previous inspection	not applicable
Telephone number	07842008967

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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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