

# Ascot Nursery School

1 Arundel Cottage, High Street, Ascot, Berkshire SL5 7JJ



<b>Inspection date</b>	23 July 2019
Previous inspection date	15 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The owner/manager and staff are working hard to improve their practice following the last inspection. For example, they have introduced new methods for assessing children's progress and development. At times, however, staff do not consistently use their good knowledge of the children to make the most of opportunities to extend their learning.
- Staff place a very strong focus on manners and good behaviour. All the children demonstrate exceptional behaviour. They talk to their peers and adults with respect and show care and concern for each other. For example, they offer to pour drinks for their friends, say 'excuse me' when they need to get past and hug their friends as they leave for the day.
- Children have developed strong relationships with the staff. Staff confidently talk about the children's home lives, care and learning needs. They seek support from external agencies where necessary and use funding well to support children's attendance and help them make good progress.
- Children have good opportunities to make marks and write in meaningful contexts. For example, at the mud kitchen outside they write the ingredients for their 'cakes' on a whiteboard, and in the role-play vets they note down appointments in the appointment book.
- Staff have developed good partnerships with parents. They keep parents well informed about their child's care and learning, and encourage parents to spend time in the setting and share their experiences, for example, during topic work.
- Staff do not always make the best use of the environment to enhance children's learning and ensure resources are not becoming tired and worn. For example, the walls are so full of examples of the children's work that it is difficult for children to focus on what is on display and fully benefit from the potential learning opportunities the displays offer.

## What the setting needs to do to improve further

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

- support staff to consistently use their knowledge of what children know and can do to purposefully extend their learning
- review the use of the environment to enhance children's learning and to identify areas to improve.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The lead inspector spoke to some parents and took account of their views.
- The lead inspector held a meeting with the owner/manager. She sampled various documents, including evidence of the suitability of adults working in the setting. She discussed improvements since the last inspection and how early years pupil premium funding is used to support children's progress.
- The inspectors spoke with the staff and children at appropriate times during the inspection.
- The lead inspector completed a joint observation of an activity with the owner/manager.

### Inspectors

Nicky Hill

Anne Nicholson

## Inspection findings

### Effectiveness of leadership and management is good

The owner/manager and staff are committed to improving their practice. They have taken positive steps to develop their provision since the last inspection. They have become more confident in expressing what they know about the children and are accurately assessing children's next steps in learning. Staff have attended relevant training to benefit the children in their care, such as speech and language training. Safeguarding is effective. Staff understand their responsibilities to protect the children in their care, and know the procedures to follow if they have any concerns. They are deployed well to help ensure children's safety. The owner/manager and staff work closely with other professionals to help support children's individual needs. Parents speak highly of the good care provided, the staff's calming effect on the children and how well staff prepare children for school.

### Quality of teaching, learning and assessment is good

Children enter the nursery school confidently and happily engage in their play. Staff interact well with the children. A lot of learning takes place through the staff's conversations with the children. For example, when talking about the weather, staff ask children what they need to wear outside in the sun. Staff make good use of topic work to help children learn about the world around them. They welcome visitors to the setting to talk to the children about different jobs and different countries. Children taste food from different countries and mark on a world map where the food has come from. Staff support children's communication and language development well. They introduce new words to help children extend their vocabulary and encourage children to recall what happens in stories. Staff track children's progress accurately and are knowledgeable about each child's stage of development and what they need to learn next.

### Personal development, behaviour and welfare are good

Staff are very good role models. They are polite and calm which has a positive effect on the children. Staff encourage children to listen carefully to others and take turns. Even when playing energetically outside on the wheeled toys, children are vigilant and carefully avoid other children as they move around. Staff gather good information from parents about children's learning and home backgrounds before children start. This helps them to form close attachments to children and, consequently, children demonstrate a strong sense of belonging in the nursery school. Children learn about a healthy lifestyle through the provision of healthy foods and plenty of fresh air and exercise. They are beginning to understand about keeping themselves safe. For example, staff talk to children about how to carry scissors safely.

### Outcomes for children are good

All children are developing useful skills for future learning, including their eventual move on to school. They count with confidence, show good imagination and proudly talk about what they have been learning. For example, they comment that snakes, worms and caterpillars may look similar, but move in different ways. The children then demonstrate this by moving their hands and arms. Children are motivated, friendly and independent. They are making good progress from their individual starting points.

## Setting details

<b>Unique reference number</b>	108379
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10082516
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Evitt, Patricia Elizabeth
<b>Registered person unique reference number</b>	RP511938
<b>Date of previous inspection</b>	15 October 2018
<b>Telephone number</b>	01344 878431 01344 625539

Ascot Nursery School registered in 1972. It is situated in Ascot, Berkshire. The nursery school is open five days a week during term time, from 9am to 12.30pm on Wednesdays and Fridays and from 9am to 4.30pm on Mondays, Tuesdays and Thursdays. There are six members of staff who work with the children, including the owner/manager. All staff hold relevant early years qualifications at level 3 or above. The nursery school is in receipt of funding for the provision of free early education to children aged three and four years.

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