

Maples Day Nursery

39 Hatherley Road, Winchester, Hampshire, SO22 6RS



Inspection date

5 May 2017

Previous inspection date

10 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is inspirational. Senior leaders and well qualified and experienced staff are positive role models to all staff. The quality of interaction to support children's learning is consistently strong. Parents play an active and pivotal role in their child's learning. Consequently, all children flourish during their time at this nursery.
- Children are highly independent and inquisitive learners. They relish opportunities to lead their own play and explore their ideas in the well-resourced and vibrant learning environment, both inside and out. They develop exceptionally high levels of confidence and self-esteem and are extremely well prepared for starting school.
- Leaders have a clear vision for the nursery and this is shared across the staff team. All staff are passionate and committed to their role. They are driven to provide a high quality early years experience for all children who attend.
- Relationships at every level across the nursery are exceptionally strong. From a very young age, babies form secure attachments with key staff in a nurturing environment. Young children receive an exceptionally high level of support when they move into different units within the nursery. Parents are fully involved in this process to ensure consistent practice and reassurance.
- Exceptional arrangements are in place to work in partnership with others, including a wide range of outside agencies. Children with special educational needs and/or disabilities are exceptionally well-supported to make rapid progress in their learning.

What the setting needs to do to improve further

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

- embed the newly introduced systems for the professional development of senior staff to enable them to contribute to the monitoring of practice across the nursery.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's progress.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector conducted a joint observation with the manager observing teaching in the pre-school room.
- The inspector spoke with parents and children during the inspection and took account of their views.
- The inspector sampled a range of documentation, including evidence of staff suitability; records of the progress children make, and registers and documentation to show evidence of partnership working with outside agencies.

Inspector

Gill Wallace

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders have very high expectations of staff and this culture is embedded throughout the nursery. Rigorous monitoring of teaching and the curriculum ensures that training needs are accurately identified and improves staff expertise. For example, recent training around communication has seen younger children, in particular, excel in the development of their early language skills. Parents and children's views are sought and acted upon, for example through the children's council, to improve the provision. Arrangements for safeguarding are effective. Leaders and staff are stringent in their implementation of policies. They are proactive in identifying and addressing potential safeguarding concerns, working with relevant agencies to ensure children's health, safety and well-being.

Quality of teaching, learning and assessment is outstanding

Staff have a superb knowledge of children's interests and make excellent use of this to support children's learning. Babies babble excitedly. They are captivated and listen attentively to the exciting stories that staff enthusiastically read. Staff provide uninterrupted time for children to play and explore their senses. They know when to support and challenge children without leading their play. Toddlers laugh together and show real concentration as they scoop, pour and dig mud and tree-bark to make jam in the mud kitchen. Older children identify and write recognisable sounds and letters. Staff prioritise the development of children's early literacy and mathematical skills through incidental opportunities they provide. Strong focus is placed on the development of physical skills, for example as children skilfully weave materials in and out of wire racks to save their superheroes caught in the trap.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They are kind and respectful of one another and this is instilled through the promotion of the 'Golden Values' across the nursery. For example, older children independently responded to their friend who was upset by repairing her ripped picture for her. Staff have an excellent knowledge of babies' and younger children's individual care routines and ensure these are respected. Children talk confidently about how to keep themselves safe. Even the youngest of children learn to successfully take risks negotiating crates and tyres as they climb and balance across different obstacles. Children are extremely well prepared emotionally for the next stage in their learning.

Outcomes for children are outstanding

Every child is actively engrossed in their play. Older children relish in their imagined ideas for example, using large bricks to create 'Big Ben'. They work as a team negotiating roles between themselves. Children design and build a clock and secure this to the top of their structure. They decide to build a bus and begin a tour of London talking about the different landmarks they can see. Younger children talk through their ideas confidently as they set up a shop and sell ice-creams to staff. Incisive monitoring of children's progress ensures that every child, including those more-able children, are sufficiently challenged and supported to achieve their individual potential.

Setting details

Unique reference number	EY372548
Local authority	Hampshire
Inspection number	1096283
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	132
Number of children on roll	127
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Date of previous inspection	10 April 2013
Telephone number	01962 870 977

Maples Nursery registered in 2008 and is one of the Childbase chain of nurseries. The nursery is open from 7.30am to 6.30pm, 52 weeks of the year. The nursery employ 28 staff to work directly with the children. Of these, 18 staff are qualified to level three or above.

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