

# Little Roos Day Nursery, High Wycombe



Manor Farm Middle School, High Wycombe HP15 7PH

<b>Inspection date</b>	27 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff have very high expectations for all children attending the nursery. They know children exceptionally well and have an accurate understanding of children's starting points, gained through comprehensive settling-in arrangements. This includes extensive discussions with parents to find out about children's routines and interests.
- Teaching is consistently of a high standard. Staff are responsive to children's needs and deliver activities in very interesting ways. This is demonstrated during a phonics activity that thoroughly enhances older children's language and emerging early reading skills. Children are incredibly keen to sound out letters and demonstrate they know many more words that also start with the similar sound.
- Staff make precise observations and use high-quality assessments to rigorously monitor the quality of children's learning. Children make rapid progress and are extremely ready for the next stages of their learning.
- Staff offer a highly stimulating environment indoors and outdoors. During term-time, older children also enjoy forest school-type activities. Staff acknowledge, however, that even more can be achieved using the outdoors to offer children even more positive learning experiences, that promote their imaginations, curiosity and exploration.
- Staff implement and consistently use the provider's robust policies, procedures and risk assessments to support children's health, safety and well-being effectively.
- Children are thoughtful and respectful of others. Their behaviour is exceptionally good at all times. Children have very warm bonds with staff who care for them.
- Staff reflect regularly on their practice, and value the views of parents and children. They have very clear targets for their continued improvement.

## What the setting needs to do to improve further

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

- enhance and extend further the stimulating and challenging outdoor learning opportunities to offer children even more positive learning experiences.

### Inspection activities

- The inspector observed staff interactions with children during well-planned activities.
- The inspector completed a joint observation with the manager. They spent time talking about how staff plan for children and how staff are supported in their roles.
- The inspector spoke to children, staff and parents.
- The inspector met with the manager and general manager. They discussed how staff update their skills and knowledge and how they reflect on the quality of the provision.
- The inspector sampled the provider's documentation and children's records.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is outstanding

Managers use extremely effective systems for the recruitment, induction and supervision of staff. Safeguarding is effective. Staff have an excellent knowledge of all aspects of safeguarding children. They are exceptionally keen to update their skills through training and research. For example, they speak passionately about how training to promote children's language skills has made a big impact on outcomes for children. Staff are very enthusiastic about the different ways they promote positive behaviour and embed British values. They explain that offering more choices, including voting daily for story time books, has supported children's independence and confidence in social situations. Partnerships with other agencies are incredibly well-established, and mean staff can make timely interventions to close gaps in children's learning and to support children with special educational needs and/or disabilities.

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

Staff use highly successful strategies to work collaboratively with parents. For example, they offer guidance and home learning packs, to build consistency for home-nursery learning. Parents are enthusiastic about the quality of care and learning their children receive. They state their children are developing in 'leaps and bounds'. They add that key-person staff are exemplary role models. High-quality teaching practice, even from less experienced staff, enables children to make great strides in their learning. This is demonstrated with very young children taking part in a music activity. Staff facilitate children's learning extremely well, for example, by showing them how to explore the ways sounds can change. This results in highly interested children participating and eager to take part. As a result, they understand the difference between quiet and loud and are very keen to play the drum while making 'big, giant steps'.

### Personal development, behaviour and welfare are outstanding

Highly skilled staff are extremely caring and nurturing. Children show emotional security in their care. They thoroughly enjoy nutritious meals and snacks and understand the importance of self-care routines, such as handwashing. Staff conduct nappy changes sensitively. They give children very clear messages about behaviour expectations and safety. For example, they are mindful to explain to children the importance of sitting still when eating. Likewise, children help staff complete a risk assessment walk outdoors, prior to going out to play, which deepens their awareness of their own safety.

### Outcomes for children are outstanding

Children are incredibly motivated to learn. Older children show exceptional interest in literacy. The most able children can write their names. Children develop literacy further outdoors when making 'soup', with a broad range of natural ingredients. They follow the printed recipe card and enhance their knowledge as they problem solve, working out what tools are best to use when collecting ingredients. Very young children develop empathy, personal and social awareness and understanding of care routines as they bath dolls. Young children are inquisitive and creative as they paint with a range of fruits and vegetables, cut into shapes for them to make prints and marks on paper. These opportunities help children observe what happens when colours are mixed.

## Setting details

<b>Unique reference number</b>	EY550699
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10120189
<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>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	DR Arora Enterprises Ltd
<b>Registered person unique reference number</b>	RP532684
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01494814041

Little Roos Day Nursery registered in 2017. It is based in Hazelmere, High Wycombe, Buckinghamshire. The setting opens from 8am to 6pm Monday to Friday for most weeks of the year. The nursery employs 10 staff. Of these, eight staff hold recognised childcare qualifications at level 2 and level 3.

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