

Inspection of Billy & Boo Ascot

Cheapside Pre School, Cheapside Road, ASCOT SL5 7QH

Inspection date:

6 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, the provider has a clear understanding of the curriculum and knows what she wants children to learn, with a current focus on speech. However, she does not always ensure that staff implement the curriculum that is intended. The interactions between the staff and children are variable and are generally more effective with older children. For example, when staff concentrate intently on older children, they sometimes overlook younger children who approach them. Therefore, at times, younger children receive less-effective interactions with staff to fully extend their learning. Despite this, all children are generally happy and settled.

Children benefit from many resources that successfully encourage their imaginations and creativity. For instance, they mix mud to create cupcakes and pretend to dig for treasure. Staff support the children's play and use factual books to look up different ocean animals, such as squids. This helps support children's early literacy. Occasionally, staff are not always clear on the intent of the learning activities. That said, staff use children's experiences to plan activities that capture children's interest overall. For example, children create an ocean picture after visiting an aquarium.

At times, staff are not consistent in supporting children to follow rules, such as not running indoors or climbing on the ballet bars. Staff do not always challenge unwanted or negative behaviour. This does not help children to learn how to behave appropriately. However, children develop some effective social skills as they make friendships.

What does the early years setting do well and what does it need to do better?

- Although the provider has some systems in place to monitor staff practice, these are in their infancy and are not fully embedded. She recognises that with the introduction of a more play-based curriculum, staff do not always know how to develop children's individual development through meaningful interactions. However, children make progress in their learning and development.
- Staff plan group times, such as mathematics activities, which most children join in enthusiastically. However, staff do not fully consider how to adapt their teaching to engage those children who are not interested or are reluctant to take part.
- Children are encouraged to be independent. For example, they wash their hands before mealtimes and use the toilets independently. Staff support children to serve their own snack using tongs and pour their drinks.
- Staff do not consistently promote children's understanding of acceptable behaviour. Although children are taught pre-school 'rules', such as to use

'walking feet' and 'kind hands', staff do not always reinforce these guidelines. For example, children do not listen to staff instructions, and they continue to run around the hall without staff intervening. This has a negative impact on children's behaviour.

- Children enjoy playing in the large garden area. They are encouraged to be physical and expend their energy in the fresh air. For example, they are supported to use the swing and use child-sized brooms to sweep the leaves up. Children have various opportunities to develop their large-muscle groups.
- Children benefit from the caring approach of their key person who takes the time to get to know them well. However, sometimes, staff are not quick enough to notice when children cry and require comfort and reassurance.
- Children with special educational needs and/or disabilities are well supported. The provider works in partnership with other agencies and parents and puts strategies in place to support their development. This helps children make progress in their learning and development.
- Overall, parents speak positively about the nursery and staff. They comment on the information they receive, such as general themes. However, parents receive limited information about their children's individual next steps and the skills they are focusing on each day. As a result, parents are not fully aware of what their children are learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a thorough understanding of their safeguarding roles and responsibilities. Staff are aware of possible signs and symptoms that may indicate a child is at risk of harm. They are mindful of safeguarding concerns and confidently describe what action they would take to seek support. Staff know the procedures to follow in the event of allegations against a colleague. They implement daily risk assessments of the indoor and outdoor environment, which helps to ensure that children remain safe when playing at nursery. The provider has a robust recruitment process, ensuring that those working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the arrangements to train, support and monitor staff to help them implement a precisely focused curriculum that prioritises what leaders intend children to learn	28/07/2023
improve behaviour management strategies that staff use to consistently reinforce good behaviour to better support children's understanding of positive behaviour.	28/07/2023

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

- review and improve the planning and implementation of group activities to more successfully encourage children to choose to take part
- enhance the role of the key person so that it is consistently effective in promoting all children's progress and development to the highest level.

Setting details

Unique reference number	2726686
Local authority	Windsor and Maidenhead
Inspection number	10294435
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 9
Total number of places	42
Number of children on roll	29
Name of registered person	KLW Preschool Limited
Registered person unique reference number	2726687
Telephone number	07876782110
Date of previous inspection	Not applicable

Information about this early years setting

Billy and Boos Ascot registered in 2023 and is located in Ascot, Surrey. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years old. It is open from Monday to Friday, 8am to 6pm, during term time only. There are four staff employed. Of these, three have appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector carried out a joint observation with leaders and discussed the impact of the curriculum and teaching on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The manager and inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and listened to their views about the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults working in the setting.

We carried out this inspection 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.

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