

Inspection of Maples Day Nursery

2 Anstey Close, Basingstoke RG21 3JG

Inspection date:

21 November 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Management and staff provide a welcoming and well-resourced environment for children to play and learn in. Children enjoy attending the nursery. They happily leave their parents at the door and go off to play with their friends. Children share and take turns well given their ages and developmental needs.

Staff have a good knowledge of each child's individual needs and have built strong bonds with them. They give clear instructions on how to use scissors and other tools in a safe manner, such as carrying them blades downwards and not pointing the blades at themselves or their friends when cutting. Children enjoy building on their physical skills and coordination. They negotiate resources in the garden, blow bubbles, make pictures with pens and use scissors in their creative work. For example, children use scissors to cut basil and rosemary, which they then add to some play dough to give it texture and scent. Staff use these activities to talk to children and build on their vocabulary. They recognise the importance of developing children's communication skills to enable them to express themselves.

Staff act as good role models and talk calmly to the children. They gently discuss with children how to resolve any minor conflicts that occur. Children learn what is expected of them and behave well. All children, including those with special educational needs and/or disabilities (SEND), make good progress and are gaining the skills they need for their next stage of learning.

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

- The provider and management team have a good overview of the curriculum and monitor staff practice. They ensure staff-to-child ratios meet the needs of the children. Staff receive ongoing supervision, which helps to identify any training needs. Staff talk about how they work well together and discuss how they share ideas and activities they see while watching other professionals at their setting or while covering at other settings in the chain. These experiences assist staff to support children to make the best progress they can.
- Partnerships with parents are strong. Management has put additional communication in place to keep parents informed of what their children have done during the day. Parents comment that the increase in information and the developmental guidance leaflets, such as those around safer sleeping and oral health, are really helpful. The information board outside enables them to see what their children have done during the day and the online app shares their children's developmental progress and how to extend this at home.
- Children with emerging needs or SEND receive good support. Staff work in partnership with parents and other professionals to implement a consistent approach to supporting their specific care and learning needs. Management use

funding to provide additional resources and equipment to support children's inclusion and target their individual support plans.

- Management and staff encourage children to lead healthy lifestyles. Children use the garden area daily and go on walks in the local community. Children build on their physical skills and understanding of the wider world. For example, children enjoy forest school sessions in the grounds of the local school, visit care homes and explore local greens and woods. Staff respect dietary requirements and follow rigorous processes to ensure that children only receive foods they are allowed to eat.
- Staff provide clear instructions to children on what is expected of them. They acknowledge children's feelings and talk about how they can share resources with their friends. There is a wide range of resources children can choose from, and staff ensure that they are complete and in good repair. Staff include children in the daily risk assessment process, and they learn to identify how to keep themselves and their friends safe. For example, children willingly tidy toys off the floor so their friends do not trip over them.
- Staff encourage children to try things for themselves and to persevere. However, this is not consistent across the session. For example, children use scissors and tools throughout the room with increasing confidence and serve their own lunch. However, at other times, such as snack time, staff do not encourage children to cut their own fruit. Therefore, children are not receiving consistent opportunities to consolidate their skills and learning.
- Staff are caring, and their direct interactions with children are positive. They engage children in story sessions and creative activities, and they join in their play. However, on occasion, staff are less aware of what children outside their immediate interactions are doing. For example, when a child is wandering around, it takes time for staff to notice and engage them in an activity. While some children race a vehicle across the room, some staff missed the opportunity to reinforce with these children how to play safely around their friends.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend children's learning further by giving them consistent opportunities to complete tasks for themselves
- support staff to consistently recognise when children need support to fully engage in learning experiences.

Setting details

Unique reference number	2782316
Local authority	Hampshire
Inspection number	10365164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Maples Day Nursery Basingstoke Limited
Registered person unique reference number	2782315
Telephone number	01256 333113
Date of previous inspection	Not applicable

Information about this early years setting

Maples Day Nursery registered in 2024 and is located in Basingstoke, Hampshire. It operates Monday to Friday between 8am and 6pm. There are different sessions offered in either term time or all year round. There are five staff, of whom four hold relevant qualifications at level 3. The nursery accepts funding for children aged two, three and four years.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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