

Inspection of Partou Silchester Manor Day Nursery & Pre-school

Bath Road, Taplow, Maidenhead, Berkshire SL6 0AP

Inspection date: 9 July 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured at this setting. Leaders do not ensure that staff understand and consistently follow policies and procedures to keep children safe. For example, at mealtimes, where risks are not assessed or managed effectively. Additionally, children are exposed to hazards within the environment. This does not promote children's welfare.

Staff attempt to teach children how to keep themselves safe as part of the curriculum. For example, they talk to them about how to keep themselves safe when crossing the road. However, although children show some knowledge of how to protect themselves in the sun, teaching is not effective as staff do not ensure that children put this into practice. This weakness in teaching impacts on children's health and well-being and does not support them to develop positive attitudes to learning.

Despite the weaknesses, children are happy and have secure bonds with staff. Children behave well. If children show they are frustrated or upset, staff use effective strategies to help them regulate their emotions. Staff plan a wide range of activities and experiences for children. For example, as children water their herbs and vegetable, staff explain that these are healthy for them. Staff gather information about children's backgrounds. This informs the planning, for example, for celebrations of different faiths. This helps children develop a sense of identity and belonging.

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

- Leaders and managers do not have effective oversight of the nursery. They have not ensured that staff are completing effective risk assessments. Staff do not identify all potential dangers, or take effective steps to minimise them. As a result, children are exposed to risks in the environment. For example, a hose in the garden runs along the top of the steps that children and staff use which presents a trip hazard.
- Children's safety is compromised at mealtimes. Younger children are supervised well, and staff deploy themselves effectively. However, after older children have washed their hands for lunch, they sit down at tables and self-serve their food without adult supervision. This means staff are not aware when children start to eat and do not monitor them effectively, as required. This does not protect children in the event of a choking incident. In addition, staff do not ensure that all children have access to drinking water. This does not promote their good health.
- Staff generally support older children's communication and language well. They ask older children questions that make them think and extend their learning.

They promote conversation skills and children learn to listen and take turns talking. However, the support for the youngest children is less effective. Staff talk to children and ask questions but do not give them time to think and respond. This does not support their communication and language development.

- Generally, parents are happy with the care and support their children receive. Mostly, staff provide parents with information about their child's progress and how they can support this at home. If staff have concerns about a child's development, plans to support are usually discussed with parents. However, this is not consistent, and not all parents receive the information needed for them to understand and support their children. This does not ensure a consistent approach between nursery and home for all children.
- Children's physical development is supported appropriately. Children enjoy the well-planned outdoor areas and staff plan plenty of opportunities for children to run and use climbing equipment. Younger children laugh as they jump and clap along to staff singing. Older children follow the instructions from staff and show how they can move in a variety of ways. They concentrate as they skilfully balance on one leg.
- Staff are aware of children's individual needs. Children with special educational needs and or disabilities receive appropriate support. For example, staff communicate with outside agencies and use this to inform planning. Children who speak English as an additional language are encouraged to use their home language at the nursery. Staff use different communication techniques to support children's development of English.
- Children show an interest in books. Staff plan a range of activities to involve and engage children in storytelling. For example, children take part in a story sack activity. They take turns to turn the pages and choose the corresponding animal puppet to use throughout the story. This supports children's early literacy skills.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement effective risk assessments to ensure the environment is free from hazards that pose a safety risk to children, and ensure risk assessments inform staff practice consistently	23/07/2025
promote children's good health, with specific regard to ensuring children are provided with fresh drinking water	23/07/2025
ensure staff are deployed effectively, so that children remain within sight and hearing while eating	23/07/2025

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

- support staff to allow the youngest children more time to think and respond to questions
- embed the key person system to establish consistent, professional relationships between all parents and their child's key person.

Setting details

Unique reference number	EY441759
Local authority	Buckinghamshire
Inspection number	10404783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	88
Number of children on roll	100
Name of registered person	Partou UK Limited
Registered person unique reference number	RP908106
Telephone number	01628778890
Date of previous inspection	13 July 2022

Information about this early years setting

Partou Silchester Manor Day Nursery re-registered in 2012. It is one of 12 provisions in the group run by a private provider. The nursery operates from a large detached house in Taplow, Berkshire. It is open Monday to Friday, from 7.30am to 6.00pm, for 51 weeks a year. The nursery employs 25 staff. Of these, 16 members of staff have relevant qualifications ranging from level 2 and above. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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