

Inspection of Little Red Hen Day Nursery

Units 3-5 Waltham Road, Grove Business Park, White Waltham, Maidenhead,
Berkshire SL6 3LW

Inspection date: 4 August 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are breaches in the safeguarding requirements because the premises, particularly the floors in the children's playrooms, are not kept clean at all times. The manager and staff do not consistently risk assess whether the premises meets hygiene standards. This has a significant impact on children's health and safety.

Care routines for the younger children are not always adapted in partnership with parents to meet all children's individual needs. Consequently, there are times when younger children are very upset and unsettled, which affects their motivation to get involved in activities and learn.

Despite these weaknesses, there are many strengths in older children's learning. They behave well and are happy and settled. Older children develop a wide range of skills that prepare them well for future learning. They learn to respect others, confidently express their views and develop very good manners.

During the inspection, children developed balancing skills and thoroughly enjoyed the challenge of 'walking the plank' during activities related to a theme about pirates. They learned to count 'pirate's treasure' and to wrap objects in silver foil to make their own treasure.

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

- The provider has failed to ensure that the premises are clean and suitable for use. Risk assessments relating to the hygiene of the setting are not robust enough. This has a significant impact on children's health and safety, particularly when children play on the floor.
- Staff do not work well enough with parents to ensure all younger children's individual needs are met. Some young children become very tired and distressed, which affects their ability to learn. Despite this, staff respond well to younger children's emotional needs. They know children well and cuddle them and provide reassurance when they are upset.
- Staff help older children to develop and use a wide range of vocabulary. They learn and use sign language to communicate with children with special educational needs and/or disabilities (SEND). However, some younger children are not consistently supported to develop their confidence to talk and increase their vocabulary.
- Staff involve parents in children's learning. They seek information from parents about children's progress and achievements at home. They share this with children during group discussions and use it to extend their development.
- Staff working with older children skilfully encourage children to say what they know and understand and to make predictions during activities. They welcome

children's ideas and encourage them to make choices. They support all children, including those with SEND, to join in activities that interest them, such as making modelling dough.

- The manager, who is the special educational needs coordinator, understands her role and responsibilities. She welcomes other agencies and parents into the nursery and coordinates how children with SEND are supported. She uses funding to provide one-to-one support for children with SEND which helps them to make good progress.
- Most children develop the skills they need for the future. Staff introduce initiatives that successfully support older children's literacy development and interest in books. They provide children with additional resources and pictures that inspire them to use their imagination and make up and tell stories to other children.
- Staff support younger children to develop their core physical strength and pre-writing skills. During the inspection, they encouraged children to use paint, rollers, brushes and their hands to make marks on large plastic sheets attached to a fence.
- Staff provide children with an ambitious curriculum and a wide range of activities and experiences. They fully understand what they want children to learn and how to support their next steps, including developing their independence.
- Staff are positive role models. They treat children with kindness and respect and encourage them to behave well and develop good manners. They support children to share, take turns and manage their feelings. During the inspection, staff encouraged older children to help others and praised them for 'good teamwork'.

Safeguarding

The arrangements for safeguarding are not effective.

There are risks to children's health and safety. The manager and staff do not ensure that all areas of the premises are risk assessed and kept clean to comply with requirements of health and safety legislation. Despite this, staff make sure they risk assess children's education and healthcare plans and activities to meet their individual care and medical needs. They use funding from grants to obtain resources for children with SEND to provide appropriate equipment they need to stay safe, for example at mealtimes. The manager and staff fully understand child protection policies and procedures. All staff complete child protection training and know what to do if they are concerned about a child's welfare. The manager liaises with other agencies, such as social services, to keep children safe.

What does the setting need to do to improve?

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

	Due date
ensure all areas of the premises are kept clean to comply with requirements of health and safety legislation and prevent risks to children's health and safety	05/09/2022
improve risk assessment to ensure that staff and children are not exposed to health and safety hazards	05/09/2022
strengthen partnership with parents to ensure that every child's care is tailored to meet their individual needs.	05/09/2022

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

- coach and support staff to support younger, less-confident children to talk and develop their vocabulary further.

Setting details

Unique reference number	2594358
Local authority	Windsor and Maidenhead
Inspection number	10247384
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	0 to 4
Total number of places	65
Number of children on roll	67
Name of registered person	Little Red Hen Day Nursery Ltd
Registered person unique reference number	2594357
Telephone number	01628290404
Date of previous inspection	Not applicable

Information about this early years setting

Little Red Hen Day Nursery registered in 2020. It is located in White Waltham, Berkshire. The nursery opens from Monday to Friday, from 7.30am to 6pm, for most of the year. The nursery employs 20 staff including the manager; two of whom have level 6 childcare qualifications, seven have level 3 childcare qualifications, two have level 2 childcare qualifications and nine are unqualified. The setting receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Cathy Greenwood

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk and joint observation together.
- The inspector talked with children, parents and staff at appropriate times during the inspection.
- The inspector observed activities, both indoors and outdoors.

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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