

Maple Vue Nursery

Unique reference number (URN): EY430816

Address: Maple Vue Children's Centre, Belle Vue Road, Aldershot, Hampshire, GU12 4RZ

Type: Childcare on non-domestic premises

Registered with Ofsted: 15/06/2011

Registers: EYR, CCR, VCR

Registered person: Children's Links

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Urgent improvement ●

Achievement

Urgent improvement ●

Children are not making secure progress across all areas of learning. They are not developing their independence and physical skills, such as during mealtimes when they do not have the opportunity to use suitable tableware or utensils. Children are not learning how to behave well or the importance of keeping safe and healthy at mealtimes.

Children who are disadvantaged and children with special educational needs and/or disabilities (SEND) do not benefit from the support they need to achieve, particularly in their communication and language skills. Gaps in learning for most children, including toddlers and those with SEND, are not closing. Children are not prepared for their next stage of learning, including school readiness.

Behaviour, attitudes and establishing routines

Urgent improvement ●

Leaders have failed to create a positive environment with clear expectations for behaviour and routines. Children's behaviour, particularly in the pre-school room, is poor for their age and disrupts learning. Staff fail to apply strategies consistently to help children understand boundaries or the consequences of their actions. For example, when children run indoors or throw resources, this creates hazards, and staff do not address these issues effectively. Mealtime routines are unsafe and chaotic. Children frequently get up and leave the table. Staff lack confidence in managing these situations, which presents a risk of choking. For children with special educational needs and/or disabilities, staff use inappropriate measures rather than supportive approaches.

Leaders have not provided staff with the guidance or training needed to promote positive behaviour or establish consistent routines. As a result, many children remain unsettled, and the environment fails to foster respect, cooperation or emotional security. This impacts the length of time for new children to establish a settled attendance pattern. Improvements are needed to ensure children feel safe, develop self-regulation and thrive in a calm, well-structured setting.

Children's welfare and wellbeing

Urgent improvement 

Leaders have failed to ensure care practices consistently promote children's health, safety and emotional security. Some staff practices pose risks to children's wellbeing. Staff do not always follow good hygiene routines. Mealtime arrangements are unsafe and unhygienic. Children's food is placed directly onto the tables, and this creates the opportunity for them to share food. Children are not effectively supervised during eating. Some wander away from the table with food and drink in their mouths.

Staff do not support children with special educational needs and/or disabilities effectively. For example, they use inappropriate behaviour management strategies, such as containing children in chairs, instead of positive strategies. They fail to implement risk assessments, leaving hazards in the garden. These failings compromise children's physical health and emotional wellbeing.

Leaders acknowledge some issues. However, they have not acted swiftly to embed safe, responsive routines or provide staff with the training needed to meet children's individual needs. Improvements are needed to ensure children are cared for in a safe, hygienic and nurturing environment.

Curriculum and teaching

Urgent improvement 

Leaders have not ensured that the curriculum intent is consistently implemented across the setting. While they have begun to access external support to improve provision, this work is at an early stage and has not led to meaningful improvements in the quality of teaching. Staff interactions often lack purpose and do not sufficiently promote children's personal, social and emotional development, particularly for toddlers and those with special educational needs and/or disabilities (SEND). Activities are not well adapted to meet children's individual needs, and planning for next steps is weak. For example, children who require targeted support for their communication and language development are not given this help.

Staff do not consistently use assessment to inform teaching, leaving gaps in learning unaddressed, including to develop mathematical skills. Opportunities for children to develop independence and physical skills are missed, such as during mealtimes where appropriate tableware and utensils are not provided. Leaders have not prioritised professional development effectively. Staff lack the knowledge and confidence to deliver a curriculum that prepares children for their next stage of learning. Consequently, children's experiences are fragmented, and the curriculum does not build securely on what they know and can do. Improvements in teaching practice are needed to ensure that all children, including those who are disadvantaged or those with SEND, receive high-quality learning experiences.

Inclusion

Urgent improvement 

Leaders have failed to establish an inclusive culture that meets all children's needs. Staff lack the knowledge to effectively support children with special educational needs and/or disabilities (SEND) or those facing other barriers to learning. Despite leaders knowing

children's needs well, some staff working directly with children are unaware of what they need to learn. This is particularly the case for children with SEND, as staff do not adapt activities or routines effectively when other key colleagues are absent. This failure limits children's progress and sense of security.

Mealtime arrangements raise particular concern because staff leave children with additional needs without appropriate supervision or strategies to manage their behaviour safely. Leaders have failed to ensure professional development equips staff to implement children's individual support plans. Leaders have begun seeking external advice. However, this is not yet having the impact on all staff's practice. As a result, barriers to learning and wellbeing persist, and children requiring additional help do not receive consistent, high-quality support. Improvements are needed to strengthen inclusive practice and ensure all children thrive.

Leadership and governance

Urgent improvement 

Leaders have not ensured that statutory requirements of the early years foundation stage are consistently met. Weaknesses in leadership have resulted in significant breaches affecting children's safety, welfare and learning. Leaders have begun to seek external support to improve the curriculum, but this work is at an early stage and has not yet led to consistent improvements in practice. Staff lack clarity about their roles and responsibilities, particularly in relation to key-person arrangements and supporting children with special educational needs and/or disabilities. Professional development has not been effective in equipping staff with the skills needed to deliver high-quality learning experiences or manage children's behaviour safely.

Leaders have not acted swiftly to address poor hygiene practices, ineffective risk assessments and unsafe mealtime routines, leaving children at risk of harm. Decisions about staff deployment and ratios have not prioritised children's individual needs, including those requiring additional support. While leaders recognise some areas for improvement, their actions have not secured the necessary changes to ensure compliance or improve outcomes for children. Governance arrangements have not provided sufficient challenge or oversight to prevent these failings.

⊗ **Compulsory Childcare Register requirements**

This setting has not met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

⊗ **Voluntary Childcare Register requirements**

This setting has not met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Breaches to the requirements of the early years foundation stage impact on the health and wellbeing of children at this setting. Children's daily experiences at the setting are inconsistent. While some babies receive nurturing care, toddlers and pre-school children often experience chaotic routines and limited opportunities to learn. Mealtimes are particularly concerning. Children do not receive the support they need to be independent in their self-care. Staff do not help children to understand how to keep themselves safe from risks associated with good eating habits. Staff do not intervene effectively, leaving children vulnerable. For those children with special educational needs and/or disabilities, support is

poor. These children are not helped to understand routines or expectations and, in some cases, punitive measures or reactive techniques such as distraction are used instead of positive strategies to promote children's understanding of what is expected of them.

Learning opportunities are weak. Other than in the baby room, staff interactions lack purpose and do not promote children's personal, social and emotional development. Activities are poorly planned and fail to build on what children know and can do across all areas of their learning and development. Children's behaviour is often disruptive, and they do not receive consistent guidance from staff. This creates an unsettled environment where play and learning are frequently interrupted.

Hygiene practices are poor, with risks of cross-contamination during play and mealtimes. Risk assessments are not implemented effectively, leaving hazards such as cluttered floor areas, unclean and stagnant water unaddressed. As a result, children are not safe, secure or supported to thrive. While leaders have begun to seek external advice, improvements have not yet reached practice. Improvements are needed to ensure children experience a calm, hygienic and nurturing environment where they can develop independence, confidence and readiness for their next stage of learning.

Next steps

The provider is not meeting the requirements of the Early years foundation stage and Childcare register and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to have taken the following actions by the assigned date:

Action	Completion Date
provide staff with training and skills required to ensure they offer quality learning and development experiences for all children, and implement effective monitoring arrangements of their practice	02/01/2026
strengthen the key-person arrangements in place, ensuring staff understand their roles and responsibilities in relation to supporting and promoting the safety and wellbeing of all children, including in the absence of colleagues, to help ensure that every child's individual needs are continuously met	02/01/2026
improve staff deployment and ratios to ensure that all children's needs are adequately met, especially while eating	02/01/2026
take steps to improve staff understanding of their roles and responsibilities in promoting children's good health and minimising the risk of infection from cross-contamination	02/01/2026
improve arrangements for mealtimes, minimising distractions and ensuring those children with identified additional needs receive the support that they require	02/01/2026
ensure staff that are responsible for preparing and handling food are competent to do so, including providing children with the appropriate tableware and utensils to use to support their independence and achievement	02/01/2026

Action	Completion Date
provide staff with continuing professional development that enables them to understand and support children's behaviour consistently and effectively across the setting	02/01/2026
ensure that staff receive the coaching, support and training they require to help them have a clear understanding of how to support the unique needs of children with special educational needs and/or disabilities, including planning and supporting their wellbeing and learning in the absence of key staff	02/01/2026
ensure that risk assessments are used effectively to identify any risks to children's health and safety and that action is taken to remove or minimise these in a timely way.	02/01/2026

About this inspection

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.

The inspector spoke with leaders, practitioners, children and parents/carers during the inspection.

We carried out this inspection as a result of a risk assessment, following information we received about the provider. The provider will be able to give parents further information about this.

Inspector:

Leanne Merritt

About this setting

Unique reference number (URN): EY430816

Address:

Maple Vue Children's Centre
Belle Vue Road
Aldershot
Hampshire
GU12 4RZ

Type: Childcare on non-domestic premises

Registration date: 15/06/2011

Registered person: Children's Links

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Hampshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 25 November 2025

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

58

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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