



Childbase Ltd, Reading Green Park

Inspection report for early years provision

Unique Reference Number	EY290826
Inspection date	11 January 2007
Inspector	Lynne Elizabeth Lewington
Setting Address	200 South Oak Way, Lime Square, Green Park, Reading, RG2 6UQ
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Registered person	Child Base Limited
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Childbase Ltd Reading Green Park is one of 34 nurseries run by Childbase Ltd. It opened under the current ownership in 2004. The nursery operates from seven areas in a purpose-built open plan premises with staff, kitchen and toilet facilities available. All children share access to a secure enclosed outdoor play area. The nursery is situated in Green Park on the outskirts of Reading and close to junction 11 of the M4 motorway.

A maximum of 116 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round except for bank holidays. There are currently 41 children aged from six weeks to under five years on roll. Of these, 10 children receive funding for nursery education.

Children come from a wide catchment area. The nursery can support children with disabilities and children who speak English as an additional language.

The nursery employs 12 staff. The manager and seven staff hold appropriate early years qualifications. There are four staff working towards a qualification. The nursery receives support from the early years partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of activities to develop their physical skills. The toddlers enjoy opportunities to climb and develop their balance and co-ordination as they use low level equipment and stretch to catch bubbles. Children competently negotiate around the furniture and each other, and they successfully develop their finer movement as they investigate a variety of objects and materials. Older children competently ride pedal bikes and use wheelbarrows to collect leaves as they negotiate the paths, small hills and puddles in the garden. The daily routine ensures the older children have outdoor activity in the interesting outdoor environment everyday, however younger children were not observed outside.

Children benefit from a nutritious, varied and healthy diet. The well planned menu provides the children with a variety of foods including fresh meat, vegetables and fruit. Older children are developing their independence as they pour their own drinks and make choices about when to have their snack. Water is available at all times however children are not encouraged to take frequent drinks to prevent dehydration. Good care is taken to ensure special dietary requirements are effectively managed to promote individual children's welfare.

Effective and consistent health and safety procedures effectively implemented promote the children's wellbeing in the nursery. For example, staff wear disposable aprons, hats and gloves when serving food and changing nappies. A high standard of cleanliness is maintained throughout the nursery ensuring the children's good health is promoted at all times. Children successfully develop their personal hygiene skills as they know and understand why they need to wash their hands after toileting and before food. Tissue holders at a suitable height enable children to learn to wipe their noses and dispose of the tissue appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

This purpose built open plan nursery is spacious and very well maintained. The setting is light, warm and attractively decorated to provide a welcoming environment for the children's activity. Children enjoy the security of their own base rooms but confidently enjoy exploring the activities in other rooms.

Children benefit positively from the imaginative use of equipment and resources. They have access to a good range of developmentally appropriate resources and use child height furniture

to encourage independent access. Staff clean and check the safety of toys, resources and equipment regularly to ensure the children's safety.

High priority is given to children's safety and wellbeing in this well organised establishment. Health and safety requirements are fully adhered to throughout the nursery. Comprehensive risk assessments are undertaken and all staff demonstrate an awareness of safety issues. Security is vigorous promoting the children's safety and security at all times. Regular fire practices enable the staff to competently and confidently evacuate the premises in an emergency. Staff talk to the children about safety increasing the children's awareness of safe behaviour. They remember and use this information successfully in their play. For example the children remind each other not to run indoors, because they may fall and bang their heads.

Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. All staff undertake child protection training in their induction ensuring vigilance in their practice and confidence in their knowledge of child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children make positive relationships with the caring and enthusiastic staff. They enjoy their time in the nursery and arrive confidently, greeting their peers and staff. A wide range of interesting and stimulating activities enable the children to explore and develop their curiosity. Children use natural materials and household items to explore and experiment in addition to having good opportunities to develop their physical skills as they climb and balance in an indoor low level play environment. The staff plan activities using the 'Birth to three matters' framework and record observations in order to plan the next steps in the child's learning. Most staff demonstrate a good understanding of child development.

Nursery Education

The quality of teaching and learning is good.

Children make good progress. Clear plans indicate children undertake activities related to all areas of learning. Children become engrossed in their play. They enjoy role play in the hairdressers, writing in the book and telling others to sit down. They play together with knights on horses, taking the knights on adventures over cupboards and into dark corners. They use their imaginations and memories to act out scenarios.

They practise early writing skills as they make marks in the appointment book and write letters at the writing table. Some children can write and recognise letters of their name. Children recognise that print carries meaning. They see and recognise their names throughout the setting. The displays are rich with photographs of the children at play and labels explaining their activity. Children use the good quality books carefully, skilfully turning the pages, looking at the pictures and sometimes asking an adult to read it to them. Children enjoy circle times where they explore items in discovery boxes and talk about the colours, shapes and textures of the items they have. They confidently stand to sing to the group or tell their peers about something. These

simple activities skilfully handled by the caring knowledgeable staff enable the children to develop their self confidence and self-esteem.

The staff incorporate shape and position skilfully into activities. For example children discuss how they will make a snowman like the one in a picture. They identify the round shapes they need to make with dough and that they need to put one on the bottom and one at the top. Children recognise patterns and sort and select as they use the duplo making a field full of cows. Children show an awareness of number and count in their play and in action songs. Whilst the children do undertake a wide variety of activities they have little free access to creative materials such as paint and dough to use independently.

Children's awareness of the world around them is increasing as they recognise the weather and begin to undertake a topic about recycling. They make ice hangings leaving fabric outside overnight and then examining in the morning to see the ice crystals that have formed. Children are developing their awareness of technology. They have access to a computer and early educational programmes, and can clearly recognise and name the different parts of the computer. Children enjoy the opportunity to decide when to have their snack and drink. They independently put on their coats and Wellingtons before they go out to play needing very little help from an adult.

Clear plans indicate children undertake interesting activities related to all areas of learning. However children's records do not always provide a clear record of progress or indicate the next steps in children's learning. The staffs excellent enthusiasm and interest in the children's development is evident in all interactions. They sit at the children's level, listen attentively, ask relevant questions and provide a stimulating and interesting environment for the children to learn and develop.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children behave extremely well. Discussions and activities they undertake increase their social awareness and staff act as good role models. Good manners are encouraged. For example they talk about their feelings and how they feel if someone does not listen to them. Children develop a sense of wrong and right through the simple 'golden rules' and are developing an awareness of how their actions affect others. Staff frequently praise and congratulate the children for their kindness and achievements, resulting in a desire to please. The day follows a simple routine which helps the children to feel secure, confident and happy.

Children benefit from opportunities to increase their awareness of the wider world. They learn about different cultures and festivals. For example they have a display about Chinese New Year and have made Chinese drums. They have plans to visit the local wind turbine and are beginning to learn about recycling. This enables them to understand their local community.

Partnership with parents is good. Parents receive a warm welcome in the nursery. They enjoy the many photographs that are displayed enabling them to see what the children do in the daytime. Parents speak well of the service offered, they know what their child does in the

setting, what they have eaten and how they can help and consolidate their child's learning. Informative newsletters inform parents of topics, activities and how they can help their child. Parents find staff approachable and willing to assist with any problems or difficulties which may arise. The nursery promotes good relationships with parents through parents evenings and activity evenings where parents can learn about what the children do and why. Whilst there is information clearly displayed for parents about the 'Birth to three matters' there is no information clearly visible relating to the 'Early Learning Goals'.

Organisation

The organisation is good.

The impressive quality of the organisation safeguards and promotes the children's care and welfare very well. Children benefit from clear strong recruitment, vetting and induction procedures which ensure they are well protected and cared for by a skilled enthusiastic team. The majority of staff hold current first aid certificates and regularly attend training to continue to develop their childcare skills. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management of the nursery education is good. The manager has a clear vision of the settings strengths and weaknesses and is taking positive steps to ensure all the staff are involved in the future development in the service they offer. All the required documentation is maintained clearly and is easily obtained when required to provide a clear record of daily practice. The staff delivering nursery education demonstrate a committed enthusiasm to their work. They relate very well to the children and demonstrate a sound understanding of the early learning goals. They are aware of their own strengths and weaknesses and are proactive in seeking improvements.

Improvements since the last inspection

At the last inspection the nursery was asked to improve the hand washing and nappy changing routines and increase the amount of toys and resources available throughout the nursery including the outdoor play area.

Children in all areas of the nursery clean their hands before food and after outside activity. Paper towels and liquid soap are available for the children to use. There is a variety of equipment available for the children's use and plans indicate the children have good opportunities to use them and explore natural interesting items.

Complaints since the last inspection

Since the last inspection there has been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the national Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop links with community
- encourage all children's good health through regular activity in the fresh air and frequent drinks of water to prevent dehydration

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve children's independent access to a variety of creative materials
- continue to improve developmental records to ensure they help to identify the next steps in children's learning
- improve information for parents regarding the areas of learning, stepping stones and early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk