

Green Park Day Nursery

Inspection report for early years provision

Unique reference number EY290826
Inspection date 17/02/2010
Inspector Doreen Forsyth

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Green Park Day Nursery is one of 38 nurseries run by Childbase Ltd. It opened under the current ownership in 2004. The nursery operates from purpose-built open plan premises. All children share access to a secure enclosed outdoor play area. The nursery is situated in Green Park on the outskirts of Reading in Berkshire and is close to junction 11 of the M4 motorway.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 116 in the early years age group. The nursery is open each weekday from 08:00 to 18:00 all year round except for bank holidays. There are currently 118 children aged from six months to under five years on roll; 29 of these children are in receipt of government funding for free nursery education.

The nursery currently supports children that have special educational needs and/or disabilities and children who speak English as an additional language.

There are 26 members of staff that work with the children; of these 14 have relevant early years qualifications at level two or three or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Green Park Day Nursery meets the needs of the children it cares for very well. The practitioners and managers are very skilled at understanding that is each child is unique and that they have their own individual needs. The setting works very closely with parents, and other professionals when necessary, to ensure all children's welfare needs are well met and that they make good progress in their learning and development. The nursery has a very good capacity for improvement. They have an accurate understanding of the strengths and the areas for improvement in the provision, and they take effective steps to meet any identified targets.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- Ensure that in the baby room adult/child ratios are well maintained so that babies always have sufficient individual attention and support
- improve some of the staff's understanding of safeguarding children issues, so that they are able to implement the safeguarding policy and procedures appropriately in line with the Local Safeguarding Children Board.

The effectiveness of leadership and management of the early years provision

Many of the staff in the nursery have relevant early years qualifications, others are currently attending training and some have many years of early years experience. All adults in the setting are vetted to ensure their suitability; the company has a policy of not employing staff until they have undergone appropriate vetting procedures. The nursery maintains and implements very good policies, records and procedures to ensure all children are kept safe and to efficiently manage the Early Years Foundation Stage. All the relevant policies and procedures are shared with parents in an effective documentation pack. These include comprehensive safeguarding children policies and procedures. The staff clearly understand their role and responsibilities regarding child protection issues, but they are not all as clear about the procedures that should be followed once concerns have been raised.

The nursery premises are attractive, stimulating and well maintained. The open plan setting has been very well organised into small age group bases, to ensure children feel comfortable, safe and welcomed. The children's safety and security is a priority at the setting. The nursery has been very well risk assessed. Staff have identified and minimised any potential hazards to the children both indoors and in the very well resourced gardens. Both staff and parents are aware of the importance of security at the nursery entrance and do not let unknown visitors into the building. Appropriate adult/ child ratios are usually maintained throughout the nursery, but over lunch times or when a member of staff is out of the room because of nappy changing, the ratios are not so well maintained in the baby room resulting in them not always being sufficiently supported.

The nursery builds very strong, effective links with parents and other necessary services to promote the integration of care and education. Parents are kept very well informed of their children's progress and about their daily activities. The nursery is justly proud of the how well they provide an inclusive practice and value diversity, so that all children are valued regardless of their background and heritage and are helped to learn and progress as well as they can. The nursery uses many ways to evaluate and monitor the quality of the provision that they offer. They value parents comments and feedback and listen to what the children tell them. Through thorough self-assessment of the provision, the staff and managers have been able to improve the outcomes for children since the last inspection.

The quality and standards of the early years provision and outcomes for children

Children are learning very well and their welfare needs are very well met. They settle quickly and enjoy being at the nursery, they have made some firm friendships amongst themselves and interact closely with the staff. The play spaces has been well planned to provide a stimulating and effective learning environment where all the children are helped to progress. Children take part in a wide range of

interesting and age appropriate activities that are planned by the staff to help them to move forward in all of the areas of the early learning goals. The children learn and play both indoors and outside; the nursery gardens have been designed to encourage children to continue their learning when outside. Throughout all the age groups staff observe the children when they play; they find out what the children are interested in and like to play with. The keyworkers effectively assess and record the children's progress and then use the information they have gleaned from their observations to plan a next step in their learning for each child. Parents are able to see these 'learning journeys' at any time and are encouraged to add what they know about their children's learning and progress to the records.

If the children have special educational needs or speak languages other than English their keyworkers and the special needs coordinator ensures that they are progressing well too. The staff value the children's home languages, for example, the 'learning journey' record for one child is recorded in both English and French. Displays, parents' information and some story books use the different languages of the children in the setting. Staff and some of the children are able to 'sign' so that they can communicate more easily with any children that have communication difficulties. Children become very confident and secure in the nursery. They quickly understand the daily routines and are encouraged to develop their independence. For example, even the toddlers are able to serve themselves at meal times and because their drinking cups have their own photos on, they can help themselves to drinking water from their own cups whenever they feel thirsty. Children are learning well about keeping themselves safe; they are reminded not to run indoors as they may hurt themselves or others, and they take part in regular emergency evacuation practises.

In their daily activities and routines the children are learning about the importance of maintaining healthy lifestyles; such as washing their hands before meals and after using the toilet. The children and staff talk about 'washing away the germs'. Staff ensure good hygiene practices are maintained during the day such as when serving meals. The children enjoy freshly cooked meals and snacks and all special dietary requirements are very well noted and observed. Children are able to make some of their own choices about what they eat and drink; for example, older children decide if they want a mid-morning snack or not. Most of the children can play outside in the fresh air for a large part of the day if they wish. They have access to many outside resources that help them to practise and develop their physical skills.

The nursery is helping children to acquire some of the different skills they will need for the future. The children are learning to work independently and cooperate with others when necessary. They enjoy playing together and cooperating when building in the sand tray. Children are learning particularly well to value and understand diversity and about the wider world; they engage in a good range of experiences and activities to support their learning in this area. The children are encouraged to behave well and are proud when they receive stickers to acknowledge their achievements during the day. Children's progress in communicating, in their literacy skills and their use of communication technology is developing well. The pre-school children use the computer with great confidence.

The babies and toddlers are encouraged to become active, curious and inquisitive learners, and to explore their surroundings and the play resources provided.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met