



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY290826

DfES Number: 540719

INSPECTION DETAILS

Inspection Date 18/02/2005
Inspector Name Carol Patricia Willett

SETTING DETAILS

Day Care Type Creche Day Care, Full Day Care
Setting Name Childbase Ltd, Reading Green Park
Setting Address 200 South Oak Way
Lime Square
Green Park
Reading
RG2 6UQ

REGISTERED PROVIDER DETAILS

Name Childbase Ltd 2418535

ORGANISATION DETAILS

Name Childbase Ltd
Address Kingston House, Northampton Road
Newport Pagnell
Buckinghamshire
MK16 8NJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Childbase Ltd Reading Green Park is 1 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 6 weeks to under 5 years on roll. Of these, 9 children receive funding for nursery education.

Children come from a wide catchment area, as most of their parents travel in to work. The nursery can support children with special educational needs though none attend at present, and children who speak English as an additional language.

The nursery employs eleven 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.

How good is the Day Care?

Childbase Ltd Green Park provides good care for the children. It is well organised to provide an effective learning environment. The open plan premises are well maintained, bright and welcoming. A suitable range of good quality toys and resources are readily accessible to encourage children's independence and development. More resources are needed to support children's development in some areas including the outside play area. There is an excellent range of documentation in place which is well organised to support the good practice.

Safety is given high priority and there are very good procedures in place to ensure children are safe. Meal times are social occasions with lots of conversation between staff and children. The staff promote good hygiene practices and children's personal hygiene is encouraged throughout the daily routine. However some hygiene procedures need reviewing.

The staff are kind and caring providing a calm, friendly, relaxing environment. They plan and organise a suitable range of interesting activities for the children. The children are interested and absorbed throughout the day. Staff respond promptly if children need help and interact well with the children. They use praise and encouragement appropriately to develop positive behaviour, children co-operate and play well together as a result.

Partnership with parents is good. They receive regular newsletters and have access to information displayed throughout the nursery on notice boards. There is an informative prospectus and a range of policies and procedures available. Information is shared daily on written record sheets for babies and on whiteboards for older children. Parents are positive and enthusiastic in their praise of the setting and the care provided for their children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is an excellent range of well organised documentation to support all aspects of the nursery and ensures parents are kept well informed.
- The premises are child friendly, safe, well maintained and bright with colourful displays of the children's work which makes children feel welcome and secure. Space is used effectively to support development.
- The staff plan and provide an interesting range of activities and resources which ensures all children develop well and make good progress to the early learning goals.
- Staff are knowledgeable and friendly. They form good relationships with parents and share information daily to ensure children's care needs are met. They have very good interactive skills with the children, using positive language to promote good behaviour and develop children's self esteem.

An aspect of outstanding practice:

Children throughout the nursery make their own books which are entitled "Pleasant reminders of home" which consist of photographs of familiar people, pets, places and other important memories which are kept in the book cases and children regularly look at. These provide comfort and re-assurance to the children.

What needs to be improved?

- quantity of resources to ensure all children's development needs are met
- hygiene procedures at snack time
- development of hand washing procedures for older children when having nappies changed
- development of the outdoor play area.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	increase the amount of toys and resources available throughout the nursery including in the outdoor play area
7	ensure good hygiene practices are in place regarding hand washing for older children after nappy change and at snack time routines.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Provision at Childbase Ltd. Green Park Nursery is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals. They make very good progress in personal, social and emotional and creative and physical development.

Teaching is generally good. Staff are enthusiastic and use effective teaching strategies to develop children's knowledge and skills. Some staff have very good story telling techniques which children respond to with interest and excitement. Planning is detailed and comprehensive and shows clear links to the early learning goals and stepping stones. However children's assessment records are not up to date and do not show next steps in learning. Behaviour management is excellent. High expectations of behaviour and very good relationships with the children provide a calm atmosphere where children are actively occupied.

Leadership and management is very good. The manager has good leadership skills and is committed to improving knowledge and qualifications of all staff. The company offers good support through in-house trainers with effective systems for monitoring and the provision of a company curriculum. Staff are clear about their roles and responsibilities, working well as a team to provide a caring, supportive, lively, learning environment for the children.

Partnerships with parents are generally good. Good relationships are formed with parents. They are encouraged to be involved in children's learning as they provide photos from home for children's books. Topic letters encourage parents to continue learning at home. Informal daily discussions and formal termly feedback keep parents informed of children's progress. However they are not aware of children's achievement records and have not had opportunities to contribute to children's next steps in learning. Parents are positive in their praise of the nursery provision especially the caring friendly staff.

What is being done well?

- Children are confident and well motivated to learn, they actively occupy themselves during the day. They form good relationships and co-operate well with staff and peers. They are well mannered and polite. They are well behaved as a result of the positive language, praise and encouragement.
- The supervisor has very good interactive skills using good questioning techniques to develop and extend children's thinking and learning. She has excellent story telling skills and actively engages children in stories.
- Children have very good communication skills, they sit and listen well and can follow instructions. They confidently approach adults to engage them in conversation and express their needs and ideas.

- The staff and children are well supported by an effective management team, good procedures, policies and documentation including planning.

What needs to be improved?

- assessment records to show children's progress and achievements and to inform short term planning for children next steps in learning and so ensure they continue to make good progress to the early learning goals
- opportunities for children to develop design and making skills using a variety of construction toys and resources, ensuring there are sufficient resources for children to continue developing their models
- access to books to locate information to support learning and to enable children to develop links between learning
- opportunities for children to develop calculation skills in practical daily activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships. They are well motivated and co-operative. They sit well and listen to stories showing a good sense of humour when animals are put in the wrong place on the bus. They share and take turns when using resources. They are helped to understand when their behaviour causes upset and say sorry as they develop an understanding of right and wrong. Children show good independence skills as they select activities, go to the toilet and pour drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use very good imaginative language as they role play weddings and swimming in the sea. They confidently talk about ideas and share what they know. They sit, listen and follow instructions well responding with interest as they play parachute games for example. They handle books carefully, looking intently at the pictures and turning each page from front to back. They have limited access to information books and a limited variety of resources to practice emergent writing in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and some beyond when they count the number of rows and cards in a pairs game. Counting is reinforced throughout the day. They count in French and in Te Reo Māori. Children recognise basic shapes and find them in the room and in the hat song. Topics and resources introduce patterns and children match and sort bears according to colour and size. There are limited opportunities to calculate through practical activities and there are no displays to enhance number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore flour and cornflour, sand and water tipping and pouring and making cakes. They grew seeds and vegetables in the garden and explore lifecycles of butterflies. They have good computer skills using the mouse with increasing control and use appropriate language. They have very good opportunities to explore other cultures learning about the Maori culture and through planned topics. There are limited construction resources for children to develop design and making skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely both in and outside. They find their own space at group times and at music and movement sessions. They have good opportunities to climb and balance using the loft room climbing apparatus. They move with control and co-ordination as they make waves with the parachute in time to the music making the river flow fast and slow and making the bear jump. They develop good manipulative skills handling a variety of tools including scissors and malleable materials.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have good opportunities to explore colour and texture as they make collages and paint using their imaginations. Their drawings are annotated with their comments. They enjoy stories joining in with enthusiasm and excitement, responding well to the good story telling technique of the staff. They enjoy singing matching words and actions. They have vivid imaginations which they use with fun and enjoyment in role play

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure assessment records are kept up to date to show children's progress and achievements and to inform short term planning for their next steps in learning and so ensure they continue to make good progress to the early learning goals.
- Provide more opportunities for children to develop design and making skills using a variety of construction toys and resources, ensuring there is a sufficient amount available for all children to continue developing their models.
- Ensure children can freely access books to locate information to support learning and to enable children to develop links between learning.
- Develop opportunities for children to use calculation skills in practical daily activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.