

# Berkeley Gardens Day Nursery

Inspection report for early years provision

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**Unique reference number** EY425243  
**Inspection date** 03/01/2012  
**Inspector** Melissa Cox

**Setting address** 72 Berkeley Avenue, READING, RG1 6HY

**Telephone number** 01189588116

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Berkeley Gardens Day Nursery registered in 2011. It is one of two nurseries owned and managed by a privately owned company. It operates from several rooms on two floors of a mansion house in Reading, Berkshire. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children in the early years age group may attend the nursery at any one time and the nursery is registered to accommodate 78 children in total, at any one time. There are currently 87 children on roll. The setting is in receipt of nursery education for three- and four-year-olds. The group serves the local community and wider areas. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 staff in addition to two managers, who work directly with the children. Of these, nine staff hold relevant childcare qualifications, and five staff members are working towards a suitable qualification. The setting also employs a cook and Office and building services manager.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Excellent safeguarding procedures and partnerships with parents contribute significantly to children's wellbeing at the nursery and help ensure that they make good progress in their learning, given their age, ability and starting points. Good partnership with professionals and other early years facilities provide consistency for the children in all aspects of their care and learning. There is a clear vision for the future and the nursery demonstrates a strong capacity for improvement. Self-evaluation is effective in monitoring practice and identifying areas for improvement. As a result the nursery is currently developing the organisation of resources within some rooms and taking steps to provide a more focus support system for children for whom English is an additional language.

## What steps need to be taken to improve provision further?

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

- strengthen systems for the support of children with English as an additional language in order to value linguistic diversity further by providing better opportunities for children to develop and use their home language in their play and learning.
- review further the availability and effectiveness of resources in some rooms

within the nursery in order to meet children's changing needs

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are outstanding. Staff are extremely diligent in child protection matters and all staff fully understand their roles and responsibilities in protecting the children in their care. Comprehensive policies and procedures are implemented consistently and effectively throughout the nursery. Regular training for all staff maintains their understanding and support for children's safety. Robust recruitment, vetting and induction procedures are in place which further ensure children's safety. Effective and consistent risk assessments take place to enable children to play in a very safe and secure environment. Policies and procedures required for safe and efficient management are always accessible and available to staff and parents and are reviewed regularly and updated.

The nursery demonstrates a good awareness of inclusion. Resources are accessible for all children to experience and include a broad range depicting positive images of cultural diversity, disability and linguistic differences. There are a number of children attending the nursery who have English as an additional language and staff have implemented a range of strategies to support and value their home languages. However staff have yet to develop this area further, by gathering words from the home languages from parents and carers in order to provide better opportunities for children to develop and use their home language in their play and learning.

Children have access to a good range of activities both inside and outside. Resources, including staff support, are used well in most rooms throughout the nursery to create a stimulating learning environment where children can access a variety of play materials and activities. As part of the on-going self-evaluation process, staff have been exploring ways of rearranging the available space and resources to enable groups of children to experience a more free-flow environment to accommodate their changing needs. While this has improved the opportunities for children to make choices about what they do, there are brief times when children are not always purposefully occupied due to the presentation and availability of equipment. Positive and close relationships have been formed between staff and their key children and children are made to feel welcome so that they grow in confidence and self-esteem.

Relationships with the parents and carers are excellent. Parents and carers are provided with a wealth of information about the planned activities and events in the nursery, which keeps them well informed about all aspects of their child's achievement, well-being and development. They are encouraged to share information about children's home experiences and achievements, which in turn helps staff to plan activities that children will both enjoy and that value their family background. Parents speak very highly of the nursery and comment that their children thrive because of the individual attention they receive from a staff team that are very welcoming, professional and friendly. The setting gathers the views of parents, carers and children and act effectively upon them to ensure parents are

fully involved in decision making on all key aspects of the nursery environment. The nursery staff all demonstrate a positive attitude towards supporting children with special educational needs and/or disabilities staff work very well in partnership with other agencies in order to develop a consistent approach in meeting children's needs. The Special Educational Needs coordinator (SENCO) liaises closely with parents and outside agencies to ensure that all children with special educational needs and/or disabilities develop to their full potential. Close working relationships with other settings and professionals have been developed in order to maintain a consistent approach in meeting children's needs.

The provision is effective in meeting children's needs because of the enthusiasm and commitment of the extremely well qualified and experienced managers and their supportive team of staff. The nursery's exceptionally professional and dedicated staff work together very effectively as a united team and they provide highly effective learning and development opportunities for all children. Self-evaluation procedures are good overall and lead to very precise and appropriate priorities for further improvement which are fast becoming embedded in this new nursery. As a result, areas for improvement to enhance children's learning and overall welfare have been correctly identified and appropriately targeted with a good capacity for further improvement.

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

Children demonstrate that they feel very safe and secure at the nursery and develop a strong sense of belonging. They happily engage in active learning through play and exploration, sensitively supported by the staff and their peers. Upon entry to the nursery parents complete an 'All about me' form with their child detailing favourite activities, foods and toys. This is used together with an initial key person observation to plan for the child's individual needs and personalises their learning journey. Observation and assessment is ongoing and clearly identifies the next steps in children's learning. These next steps are shared with parents via colourful room displays, further promoting a two way flow of information. Older children are active participants in their learning as they track their own progress towards their targets, preparing them for the transition from nursery to school. This effective system ensures that every child makes good progress in line with their starting points and capabilities and that each child is challenged by the learning experiences provided.

Staff stimulate children's interests in all areas of learning indoors and outside through discussion and explanations. They know when to intervene in children's play and when it is more beneficial to stand back and allow play to develop independently. They listen to what children have to say and encourage them to communicate and participate in experiences. Children are very well behaved because staff are excellent role models and expectations are high. Children take pride in themselves and have consideration for all others. Older children invite members of staff to join them in their creative play as they convert a play corner into a train and recount trips they have made to popular holiday destinations. Younger children seek out familiar staff for cuddles and reassurance and

confidence from consistent, familiar adults who praise their attempts and achievements. The organisation of transition for children through the different age group rooms is excellent. Familiar staff support children to develop their confidence through a series of visits, allowing them to feel safe and secure before moving to their next room. This system helps to ensure continuity of care for the children and is highly effective in identifying any barriers that may prevent children from settling in their new rooms.

Children benefit from accessing activities, experiences and resources which promote skills they need for the future. They have regular access to technology, using computers and programmable toys which will support them in later life. They learn about size, shape and measure through good practical activities, as they experiment in the sand and water trays. They use size language to describe and compare when filling cups with pasta shapes, and sing songs that introduce them to early calculation. Children's language development is further supported through singing, rhyming, conversation, storytelling and role play.

Children's health and wellbeing is promoted exceptionally well. Children follow excellent hygiene practices and learn to adopt healthy lifestyles. All children have access to fresh drinking water at all times with written or photographic labels to help them identify their cups and children show an excellent awareness of why drinking water is so important to their health. Children's dietary requirements and intolerances are effectively managed. The nursery employs a cook who provides freshly made, healthy meals that meet every child's requirements. Children enjoy the nutritious meals on offer, with many asking for seconds. Children are well protected from cross-infection as staff follow stringent nappy changing, hygiene and cleaning routines.

Children clearly enjoy being outside and are developing their co-ordination skills as they learn to kick, throw and catch balls, balance on the tyres, climb and ride bikes. Babies practise their developing mobility skills with support and encouragement from staff and enjoy walks up and down the hallway with walkers and push alongs. They experiment with climbing, as they have opportunities to make use of equipment in other rooms to develop their co-ordination and squeal with delight as they slide down the slide. Children are learning about helping others within their community as they take part in fun fund-raising events.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of safeguarding	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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