

Denefield Nursery

Denefield School, Long Lane, Tilehurst, READING, RG31 6XY

Inspection date

Previous inspection date

24/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are cared for in a nurturing and supportive environment. They are happy and form close relationships and secure attachments with all staff.
- Staff praise children's achievements which effectively promotes their confidence and self-esteem.
- Staff create a bright and attractive environment where children feel safe and secure. Covered outdoor play areas mean that children can play outside when they choose; whatever the weather, increasing their enjoyment and play experiences.
- Well established partnerships exist with parents, who are actively involved in supporting their child's learning at home.
- The professional management team oversees and supports staff well while a robust system of self-evaluation identifies realistic and achievable areas for development. Staff constantly strive for improvement successfully.

It is not yet outstanding because

- Links between planning and assessment do not effectively track children's progress in reaching the expected levels of development or show how their next steps are supported.
- Staff do not provide sufficient opportunities for children to express their own ideas through a wide range of media and materials before expecting them to make an end product.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked with parents, members of staff and held a discussion with the nursery manager.
- A representative sample of documentation, children's records and development plans were examined.
- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector read a report from the local authority adviser and an external agency.

Inspector

Susan May

Full Report

Information about the setting

Denefield Nursery is a registered charity and a subsidiary of Denefield school, which is an Academy Trust. It re-registered in 2012 and operates from Denefield School where they use a purpose built unit. The nursery is registered on the Early Years Register and accepts children from three months old. The nursery is open from 7.45am to 6pm, Monday to Friday, all year round except the week between Christmas and the New Year. Children may attend for a variety of sessions. Children are accommodated in two rooms, older children have access to a secure enclosed outdoor play area. There are currently 25

children on roll in the early years age range. The nursery receives funding to provide free early education for four children aged three years. Children who attend the setting come from the local area and community. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine permanent members of staff. Of these, five hold an appropriate early years or teaching qualification. The manager holds Early Years Professional status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve links between planning and assessment to make sure it is consistent, precise, and displays an accurate understanding of how children's next steps are supported.
- provide opportunities for children to express their own ideas through a wide range of media and materials before expecting them to make an end product.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their play in the welcoming and attractive surroundings where both the indoors and outdoors provide a positive learning environment. Staff work well together, have a good knowledge of the Early Years Foundation Stage framework and provide stimulating activities throughout the nursery day. Consequently, children make good progress in their development and are obtaining the skills they need to move their learning forward and eventually be ready for school. Observations, photographs and examples of children's work are included in records of development to show children's progress. Staff know the children well and planning is flexible to include children's interests. However, monitoring and assessment is not sufficiently detailed or consistently linked to the planning. As a result there is little information about how children's next steps are effectively supported to enable them to achieve the aims set out for them. All progress records are accessible to parents. Parents are invited to share children's learning experiences as they receive information about themes and ideas for related learning activities at home. There are also informative parents meetings, posters and displays about how play relates to the early learning goals.

Children initiate their own learning as they choose what they want to play with. They sit

together happily at the computer table using appropriate software. Children demonstrate imagination as they make a train from the child sized sofas in the quiet area and go into the garden to build with the large construction blocks. They enjoy retelling the story of the Three Little Pigs and begin to learn about right and wrong as they talk about the bad Wolf. There are opportunities for letter and number recognition both indoors and outdoors through clear labelling on displays and posters. Children participate happily in music and movement sessions and take pleasure in action songs and rhymes. Regular outings help build their understanding of the natural world and local community, as they collect leaves and visit the library. Children have access to tools such as pencils as scissors and experience a range of resources through artwork related to the theme. However, many activities are adult directed and children do not have sufficient opportunity to use a range of different media and textures to express themselves and create their own ideas before being expected to complete an end product.

Communication and language is given high priority with gesture and actions used to illustrate and support language development for very young children. Older children are encouraged through the use of open-ended questions to develop their thought processes and vocabulary. A letter of the week and simple phonic sessions help children identify letter sounds and begin to recognise their own and others' names. Very young children are encouraged to repeat new words and enjoy saying wibble, wobble like a jelly over and over again. Children for whom English is an additional language or are bilingual participate fully in the nursery day as their language is valued. For example, all children learn some basic words and sing nursery rhymes and songs in French. The nursery offer an inclusive setting where children begin to value diversity as positive images of culture; ethnicity and gender are supported by activities and resources.

The contribution of the early years provision to the well-being of children

Staff warmly greet the children and their families on arrival fostering a sense of welcome and belonging so that children leave their parents happily and quickly move on to the interesting activities available. Staff operate a key person system that helps to build trusting relationships with children. For example, very young children recognise their special person and approach them for cuddles. Children confidently approach visitors and clearly feel secure showing curiosity as they enquire what they are doing. Staff talk to the children about their families and have introduced a home board for parents to bring in pictures and information about what they have been doing at home to share with each other. Frequent discussions and shared information with parents helps ensure staff know children well and are able to respond to their individual needs.

Children behave very well; they know what is expected of them. Staff have high expectations of how children should conduct themselves and adopt a consistent approach in behaviour management. For example, very young children are learning to share and take turns while older children spontaneously say please and thank you. Staff praise children for their achievements; however small, and use effective distraction techniques to resolve issues. For example, suggesting an alternative place for a boat building activity where it won't get trodden on. Children begin to learn about keeping themselves safe as

the member of staff then explains not only will the boat not get trodden on if it is moved but neither will any one's fingers. Independence is encouraged as children choose what they want to play with, become independent in their personal care and demonstrate an increasing understanding of keeping themselves healthy as they use tissues and dispose of them immediately in the nearby bin.

Children enjoy a social occasion at snack times and sit together for lunch to eat their meal. Staff know children's likes and dislikes and dietary requirements and encourage healthy eating by talking about what foods they like and how they are good for them. Drinks are readily available to children. Children choose whether they wish to play outside or inside, regularly go on to the schools playing fields and on outings for fresh air and exercise. Action songs help promote children's physical development and understanding of how their bodies move as they shake their arms and legs and jump up and down. Children are interested in activities; younger children demonstrate developing companionship as they play alongside each other, while older children share their play imaginatively. Children benefit from their nursery experiences as they learn how to make friends, socialize and demonstrate a sense of self-worth that will benefit them as they move forward in their learning and onto school.

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

Safeguarding arrangements are well established and effective and help to protect the welfare of the children. Children are supervised at all times. Recruitment systems are thorough and the manager is well supported by the Human Resources department of the school in whose grounds the nursery is housed. All staff have appropriate checks. Ongoing training for staff is supported with some training such as first aid and safeguarding completed on a rolling programme. Risk assessments are comprehensive and cover activities in the nursery, garden, school grounds and on outings. Staff understand their responsibilities in protecting children to keep them safe and as a consequence children play in a safe environment.

The professional management team work hard to oversee and support staff who show dedication and a strong commitment to improvement. A robust system of self-evaluation identifies realistic and achievable areas for development with areas for improvement addressed. For example, producing a template in readiness for completion of children's two year progress checks demonstrates forward thinking. The nursery receives support from the local authority and external agencies from whom they actively seek advice, acting on it to improve the service they offer. Staff development results from formal appraisals and six monthly reviews and there is an expectation that staff will continue to update their knowledge through further training. Staff are well-qualified and use their skills and understanding to provide a broad range of activities for children across all areas of learning that supports their knowledge effectively. Policies and procedures are shared with parents, all children's documentation is securely and accurately maintained and confidentiality observed. Assessments of practice are ongoing with suggestions from staff and parents requested in order to continue to improve the service they offer to children

and their families.

Parents are highly appreciative of staffs work, commenting particularly on their confidence in the staff, good communication and how they feel fully involved in their children's learning. A parent's notice board, newsletters, e-mails and daily conversations with staff provide them with information about activities and they are given suggestions about how they can complement this at home. Links are sought with other carers and health practitioners as appropriate. Children's progress through the nursery is handled sensitively and as they approach school-age continues as school staff are requested to visit the nursery to meet the children to help ensure a smooth onward transition.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY446177
Local authority	West Berkshire (Newbury)
Inspection number	798642
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	25
Name of provider	Denfield Nursery
Date of previous inspection	Not applicable
Telephone number	01189 728 970

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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