

# Children's House Day Nursery

Park Lodge, Tilehurst Lane, Binfield, BRACKNELL, Berkshire, RG42 5JL

## Inspection date

Previous inspection date

22/10/2012

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

- Babies and children form secure attachments with staff who provide a caring and supportive environment for them. Children show good levels of independence, curiosity and imagination and demonstrate a strong sense of belonging.
- A good range of high quality resources are readily accessible to children to support their interests and all-round development. The extensive outdoor areas promote children's physical development well and allows them to explore and play in the fresh air.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis. This enables staff to be aware of children's individual needs and requirements.
- Staff have good opportunities to develop their skills and qualifications owing to the regular training they receive and the appraisals and monitoring systems in place.
- The management team have robust systems in place for self-evaluation which include the views of staff, parents and children to ensure targets for future development are identified and continuous improvements made.

### It is not yet outstanding because

- Staff do not fully extend children's understanding of language and speaking skills because some ask closed questions and do not always use children's comments to inform and shape the direction of discussion.

- On occasions, some staff are not effective role models to help children to begin to be aware of hygiene and health issues.
- Staff working with the older children do not always deploy themselves effectively to further extend the learning and fully meet individual needs of all the children in the room.

### 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- Two inspectors carried out the inspection due to the size of the setting.
- The inspectors observed children's play and staff interaction both indoors and outside.
- One inspector and the manager undertook a joint observation of children playing outside.
- The inspectors sampled a range of documentation, including children's learning journeys, planning documentation, the nursery's self-evaluation form and staff suitability records.
- The inspectors talked to some staff, children, parents and had discussions with the manager and nominated person.

### Inspector

Anne Faithfull

## Full Report

### Information about the setting

Children's House Day Nursery re-registered under new ownership in 2012. It is one of eight nurseries owned by All About Children Ltd. The nursery is situated in a large house with extensive grounds in Binfield, Berkshire. It operates from six large rooms situated over two floors. There are a number of fully enclosed garden areas for the children to use, including a nature trail. The nursery is readily accessible and supports children with special educational needs and/or disabilities and children learning English as an additional language.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 108 children on roll and the nursery receives funding to provide free early education for children aged two, three and four years old. Children can attend for a variety of sessions. The nursery is open five days a week from 8am to 6pm all year except for one week at Christmas. The nursery also provides a breakfast and after school club. The breakfast club is open from 7.30am and 8.45am and the after school club opens from 3.15pm to 6pm. The nursery employ 26 staff who work with the children. There is one member of staff qualified at level seven, two members of staff at level six, 14 members of staff qualified at level three and seven qualified at level two in childcare and education. There are seven members of staff are currently undertaking training at level three. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance children's learning and development by ensuring all staff use language to describe what children are doing, for example by providing a running commentary and using open ended-questions to inform and shape the direction of discussions.
- support children's understanding of good health and hygiene by ensuring staff are effective role models.
- review the organisation of how staff are deployed in the older children's rooms to ensure they effectively support children's learning in all areas.

## Inspection judgements

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

Staff have a sound knowledge of child development. They provide children with a balance of adult and child-led activities and experiences that cover the seven required areas of learning. As a result, children are making good progress in their learning and development and are developing positive attitudes to learning. Systems to assess children's starting points on entry and transitions across the nursery, and onto new settings, are strong. Parents are invited to contribute to starting points through 'all about me' forms and settling-in sessions. The staff team in each room work together to target children's gaps in their learning and adapt plans to meet their individual requirements and stage of development. Systems for observing what children can do, assessing their progress and planning for their next steps are good. The information gained from assessing the children is used effectively to plan interesting and challenging activities. Each child's learning journey contains examples of their work, the observations made by staff and their next steps. These are readily shared with parents to enable them to see where their child is in their development and to help staff complete the two year old progress checks. Parents receive regular opportunities to attend parents evening to discuss their child's development with their child's key person and other members of staff.

Children who attend with English as an additional language or special educational needs and/or disabilities are supported well as the nursery works in partnership with other professionals, such as translators and speech therapists. Children can see and access words and books in their home language as staff display them around the rooms. Children learn about different cultures and the lives of others in a variety of ways, including celebrating festivals and older children have the opportunity to learn French. The outdoor areas are used exceptionally well to encourage the children to learn in an outside environment and develop their physical skills. For example, children have great fun playing in the mud kitchen; they go for woodland nature walks and explore the sensory maze garden. Babies and toddlers have their own designated outdoor areas adjacent to their rooms to enable them to experience the outside learning environment whenever they wish. This helps them to develop their physical skills as they crawl and play in the fresh air.

Overall, children's communication and language skills are developing well. Staff show a genuine interest in what children have to say. The nursery has recently introduced 'Chatterboxes' where children bring items from home to look at and talk about in their groups. These help to facilitate children's communication and develop links with home. In the pre-school group where there are new staff gaining confidence in their roles and getting to know the children the support for children's language development is variable. Some staff show very good skills in asking open-ended questions and engage children in longer discussions, whereas others lack confidence to do this. Children's mathematical skills are promoted well by staff in a variety of interesting ways that appeal to children. For example, counting how many legs there are on the spider they have found, counting the number of buckets of water they have collected and trying to work out if a giraffe would be able to reach the leaves on the tall trees in the garden. Children move around

confidently. Older children readily access a range of resources independently, such as role play areas where they encourage visitors and other children to join them for a cup of tea. Younger children readily crawl or toddle to their favourite resources, such as the black and white visual and sensory area.

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

All parents and children receive a warm welcome upon arrival at the nursery. The effective key person system in place throughout the nursery means that staff know the children well and have a good understanding of their development. The key persons work closely in partnerships with families so that information regarding their child's progress is shared, including the progress the children make at home. Children's behaviour is good. They play cooperatively and show empathy for each other. They enjoy taking responsibility for things, such as helping to tidy up and putting their own coats and wellington boots on before going out in the garden. Children demonstrate how secure they feel as they readily approach visitors to ask if they can sit next to them and tell them about their family. Babies develop secure attachments and readily approach staff who immediately respond giving them a cuddle. Children's understanding of safety is promoted at all times. Children learn to take risks within a safe environment when they climb or balance on equipment in the garden and they regularly practise the emergency evacuation procedure to help them develop an understanding of personal safety. Children who attend the after school club are reminded of where and how to cross the road safely and why they have to wear high visibility jackets.

Children are beginning to learn about healthy lifestyles and hygiene routines. Snacks and meals are nutritionally balanced and children can take as long as they need to finish a meal. Mealtimes across the nursery are sociable and older children can serve themselves their own portions of food. Staff readily support children in beginning to feed themselves and children readily talk about the cold ice-cream they are eating and how it makes their teeth tingle. The nursery has a range of hygiene procedures in place, such as providing hand gel in each room for staff and children to use. However, staff do not promote children's understanding of hygiene routines effectively as they do not use the gel themselves or encourage or remind the children to use the gel when they come in from the garden.

Children's all round development is promoted effectively both indoors and outdoors. Their physical development is promoted well especially in the outdoor areas as they provide children with opportunities to balance, climb, dig and play in the mud. Walks around the extensive grounds enable children to exercise in the fresh air as well as experience nature and the different seasons. All children can access high quality toys and resources as staff display them effectively in all rooms to enable children to independently select and explore. Children's creativity and imagination are promoted well owing to the wide range of role play and creative materials accessible to them. For example, builders hard hats to use in the garden. Babies enjoy treasure baskets and materials that sparkle, rustle and shine helping them to explore and investigate. Older children can readily help themselves to a range of resources to help them mark-make, including different sized brushes, pencils

and chinks.

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

All staff have a clear understanding of their individual roles and responsibilities to meet the learning and development requirements. They have a good knowledge and understanding of child protection procedures to follow if they have concerns regarding a child in their care. The new directors of the nursery have robust recruitment procedures in place. They ensure children are cared for by a staff team whose suitability has been assessed through the owners thorough recruitment, vetting and induction procedures. The majority of staff hold qualifications in childcare and first aid. The training programme in place ensures staff participate in a range of courses to update their skills and knowledge. Regular appraisals and close monitoring of staff by the management team helps to identify any future training needs and staff are encouraged to obtain further childcare qualifications as part of their on-going development. All staff have a clear understanding of their individual roles and responsibilities to meet the learning and development requirements. Staff generally respond to children's interests and changing needs well during the day. However, there are times in the older children's room when responses to such needs are slower. This can be attributed to new staff learning to work as part of the team and deployment not always being fully effective.

The nursery is well organised and resourced owing to the new directors' commitment to improving the nursery environment. The daily risk assessments and checklists completed in each room and outdoor areas help to ensure the premises, resources and equipment are safe and suitable for the children.

The new directors of the nursery and the management team are totally committed to developing and improving the nursery. They have a clear vision for the nursery and they have implemented many positive changes in consultation with staff and parents. These include re-resourcing the indoor environment, developing staff knowledge and implementing new policies and procedures. They have detailed action plans in place to ensure the continuing improvement and development of the nursery. These include continuing to develop the outside areas and redecorate the nursery. The effective self-evaluations systems in place take into account of the views of staff, children and parents. They help to demonstrate how the nursery shows a strong capacity to further improve the quality of care and learning for children.

The nursery establishes positive relationships with parents and families. The notice boards inform parents of a range of information including health issues, open evenings and future events planned. Information is also displayed around the nursery regarding the seven areas of learning. Parents make many positive comments about the nursery. These include how happy and settled their children are, the range of nutritious food offered. They appreciate the children's learning journeys and the communication they receive from staff regarding their child each day. Partnerships with other professionals and external agencies, including the local authority advisory teacher, are well established and

supportive. Effective partnerships have been developed with local schools through transition meetings where staff from the nursery meet teachers from the local schools to help ensure children's transition from nursery to school is a positive experience.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	EY441763
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	811631
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	124
<b>Number of children on roll</b>	108
<b>Name of provider</b>	All About Children Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01344 301277

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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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