

Green Park Day Nursery

200 South Oak Way, Lime Square, Green Park, Reading, RG2 6UQ

Inspection date	29/05/2013
Previous inspection date	17/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are all enthusiastic and take great pride in their roles in the nursery.
- Staff are sensitive to children's experiences and adapt to accommodate their needs, including the many new children for whom English is an additional language.
- Parents speak positively about the nursery, feeling that staff make them welcome, they are well informed about what their children do and that their children make good progress.
- The nursery is well maintained and very well equipped with a broad range of good quality resources.
- Most children make good progress in all aspects of their development. Children with special needs/disabilities make good progress due to the staff's knowledgeable and enthusiastic commitment.

It is not yet outstanding because

- Staff are not always consistent in observing children and identifying next steps in learning to enable them to plan and encourage progress effectively, including at the time of the two year old progress check.
- Older and more able children are not always challenged sufficiently to build on their skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the premises and resources with the manager.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full Report

Information about 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. The nursery is open each weekday from 8am to 6pm all year round except for bank holidays. There are currently 805 children aged from six months to under five years on roll. The nursery is in receipt of nursery education funding for two, three and four year olds. The nursery currently supports children that have special educational needs and/or disabilities and children who speak English as an additional language. There are 32 members of staff; of these 18 have relevant early years qualifications at level two or three or above. The manager is an early years graduate. 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:

- Improve the consistency with which staff monitor and assess children's progress, including at the time of the two year old progress check, so that children make the best possible progress

- Provide more responsibility and challenge for the older more able children in order to develop their skills further.

Inspection judgements

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

Children develop well and make good progress from their starting points in this nursery. Key people are allocated to each child. These individuals get to know the child well and provide a point of contact for parents. Parents are encouraged to share information about changes and events in the child's life in order that the staff can talk to the child about them. Parents are requested to provide photographs of family members and these are made into a book with captions. The children love these books and frequently look and refer to their family and themselves in the pictures. This encourages language and recall. The enthusiastic staff provide a range of activities across each area of learning which reflect the children's interests. Generally the activities provide sufficient challenge,

however this is not always sufficiently focused for some of the older and more able children to ensure that they make the best possible progress.

Staff engagement with the children is good. They know what children like and plan activities linked to their current interests. Children enthusiastically participate in singing phonic songs and eagerly do the actions from an early age. Communication and language is encouraged well throughout the nursery as staff listen attentively, speak clearly and often provide a commentary to their actions. Staff use their facial expressions and body language to enhance communication. Consequently children are becoming able communicators. Photograph time lines are used to help children understand what is happening at different times of the day. Children enjoy listening to stories and also use the range of fact and fiction books independently. Older children also take books home to share with their family. This encourages their awareness of the written word and the enjoyment books can bring. Staff skilfully use mathematical language in their everyday interactions with the children increasing children's awareness of shape, size, quantity and position. Children talk about inside, outside, up and down, fast and slow, over and under as they play. Children enjoy outdoor play in all weathers and are beginning to recognise the importance of dressing appropriately for different weather. They grow items in the garden and see the changing seasons. Children learn to identify how they are feeling and the feelings of others through the kind interactions of the staff. Stories, puppets and role play all help the children to express their feelings.

Staff are keen to ensure new children settle comfortably in the nursery and benefit from their experiences. They are working hard to develop their skills of working with many children for whom English is an additional language. Innovative resources enable them to learn key phrases, in addition to photographs and pictures which help them to communicate with the children and their families.

Staff have high expectations for all children and recognise them all as individuals who progress at different rates. Good systems are in place to gather important information from parents about what children can do and this is used to help inform the children's progress records. However, not all records indicate that staff build on their observations to identify the next steps effectively. Staff successfully work in partnership with other professionals to follow individual education plans for some children. Records indicate good care is taken to ensure children with special educational needs and/or disabilities are supported to integrate and make good progress. All children appear interested and motivated to engage and participate in the many activities available to them both indoors and outside.

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

The well-being of the children is most important to the staff in this caring nursery. The baby room atmosphere is calm and relaxed, providing a safe and happy environment for the youngest children. Staff cuddle and nurture the babies throughout the day. They sit on the floor with the young children encouraging movement and sound through their thoughtful interactions. Staff throughout the nursery recognise the value of routines to

help young children to feel safe and secure. Regular mealtimes and sleep times help children to feel refreshed and able to manage the long days which some experience at nursery.

Staff are all good role models to the children. They manage undesirable behaviour calmly and fairly, responding appropriately at a level suitable to the child's understanding and abilities. Older children are encouraged to think about their own feelings and the feelings of others through small group activities. For example, an influx of new children who have been a little distressed led to a discussion about them. Staff encouraged children to recall the names of the new children and the words they had learned to enable them to say hello. This led onto other conversations about languages, and places in the world. The adult explained why the children were upset and encouraged children to think about what they could do to help. Some recalled when they had been upset indicating their developing recognition of feelings.

Children feel safe in the nursery. They enter confidently and quickly settle and engage in the many activities available to them. Staff are responsive and attentive to their needs. They talk to children about healthy eating as they have lunch and snacks. The menu is carefully planned by the company and cooked freshly on the premises to ensure it provides a nutritious diet for the children. Water is easily available throughout the day for all the children. Children confidently demonstrate increasing awareness of good hygiene routines relevant to their ages and understanding. Staff encourage children to develop their personal independence. They learn to attend to their toileting needs independently, to dress and undress and wear appropriate aprons for their activities.

In every area of the nursery staff take pride in the variety of activities children have access to. The nursery is well equipped both indoors and out, providing good opportunities to encourage development effectively. Staff make good use of all the resources and encourage children to use them with care. Robust systems are in place to ensure that moves within the nursery and to school are managed carefully. This helps to ensure children and parents feel secure about changes and children are well prepared for the new challenges they meet.

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

The leadership and management team are strong. They are focused and have clear vision for the setting. The service is consistently reviewed thoroughly to ensure it meets the needs of those using it. Parents' opinions are sought, staff share their views and senior management review the setting. This all helps to inform the self evaluation and the identification for areas for improvement. The learning provision is monitored and continuous development is evident. Planning and assessment is monitored and staff receive help to enable them to develop their skills at observing and assessing progress. However, while this is happening, some records remain limited. The small sample of the required two year old progress checks viewed lacked sufficient detail regarding the relevant 'prime' areas of development. Nevertheless, for those children with an identified

need, records are highly professional and informative.

Staff have a good knowledge of safeguarding and the action they would take if they were concerned about a child in their care. The nursery has a detailed safeguarding policy and all staff and parents are made aware of its content. Whistle blowing procedures are also in place enabling staff to report concerns about colleagues without fear. Robust systems ensure staff are suitable to work with children. Comprehensive recruitment and employment procedures are followed by a company induction and training before individuals take up their post. Regular staff meetings provide an opportunity to discuss practice and concerns. Performance of staff is monitored and staff are encouraged to attend training opportunities and develop their skills. Staffing ratios are always met and additional staff are employed for lunchtimes. They have access to bank staff and a local agency who can provide staff if required.

Well established partnerships with parents and other services all help to enhance the opportunities for children. Parents are kept well informed about children's activities and experiences through face to face contact and records. Other events are also organised to promote good relationships. Positive relationships with other professionals, such as speech and language therapists and inclusion workers, help to ensure that specific development issues are addressed for those individuals where required. Links with the various schools children move to are fostered and visits are welcomed. The nursery staff also participate in local professional cluster meetings. Staff enjoy opportunities to visit other nurseries with a view to developing good practices.

The Childcare Register

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

The requirements for the voluntary 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 action. 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	EY290826
Local authority	Wokingham
Inspection number	917785
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	116
Number of children on roll	805
Name of provider	Childbase Partnership Limited
Date of previous inspection	17/02/2010
Telephone number	0118 9313115

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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, which are usually the childminder's 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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