

Greyfriars Day Nursery

Greyfriars Centre, 64 Friar Street, READING, RG1 1EH

Inspection date

23/07/2013

Previous inspection date

13/03/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive and make excellent progress in their learning and development in relation to their starting points. This is due to the outstanding teaching in a highly stimulating environment where children are able to follow their own interests, explore and become active learners, indoors and outdoors.
- Children are happy, settled and show great confidence in the nursery. The highly effective key person system helps children to form secure attachments, and this promotes their well-being very effectively.
- All children who attend the nursery and holiday club have many opportunities to visit the local community and places of interest to further extend their learning in a fun, interactive and interesting way.
- Highly effective partnerships with parents significantly contribute to children's well-being. Communication is excellent and parents are actively involved in their child's learning, both at the nursery and at home.
- The manager and staff team work very well together and they are all absolutely committed to continually improve and maintain the high quality service for all the children and families in their care.

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 discussed specific activities observed jointly with the manager.
- The inspector observed staff and children participating in activities in their rooms and the outside areas.
The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures, children's details and other relevant information.
- The inspector held discussions with individual staff members, the manager and deputy of the nursery.
- The inspector spoke to some parents and children on the day to gather their views on the nursery.

Inspector

Anne Faithfull

Full Report

Information about the setting

Greyfriars Day Nursery is a private organisation affiliated to Greyfriars Church. It registered in 2006. The nursery is situated in Reading town centre. The nursery operates from a specially converted house and separate hall on the same site. The nursery has four rooms and an enclosed outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 216 children on roll and the nursery receives funding to provide free early education for children aged two, three and four years. Children can attend for a variety of sessions. The nursery supports children with special educational needs and /or disabilities and children learning English as an additional language; accessibility to some areas of the nursery may be limited for those with disabilities.

The nursery is open five days a week from 8am to 6pm all year. The nursery also operates a holiday club for children aged three to eight years. The nursery employs 33 staff who work with the children. There are two members of staff who hold Bachelor of Arts degrees in Early Years and Early Years Professional Status; four members of staff are qualified at level four, seven members of staff qualified at level three and 10 are qualified at level two in childcare and education. There are 13 members of staff who are currently undertaking training. The nursery receives support from the local authority and has obtained the Reading Quality Improvement Award.

What the setting needs to do to improve further

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

- help children to continue to develop their understanding of the world, for example, by expanding the resources provided in the inspirational outdoor garden.

Inspection judgements

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

Children have fun and show real enthusiasm to learn because all staff are highly skilled in their teaching and committed to providing exceptional learning opportunities. The quality of teaching is excellent. All staff show dedication to the children joining in and extending children's learning from their interests. Staff have exceptionally high expectations of all children and superbly engage parents in their children's learning from the outset. Staff spend considerable amounts of time with parents finding out about what children can do before they start at the nursery. As a result, parents feel valued and staff are able to effectively plan for individual children from the very start of their placement. Children

thrive in the nursery as they participate in an inspirational range of activities, experiences and outings which cover all areas of learning, which also support children in their readiness for moving to another setting or school.

All children who attend the nursery or the holiday club have many opportunities to participate in a range of outings and visits in the local community. For example, visiting the local boat museum. Children thoroughly enjoy the camping experience in a local park. They enthusiastically help put up tents and toast marshmallows on the camp fire. Weekly visits to the library for sing and rhyme time enable children to be aware of the community, socialise with others and develop their confidence. All children thoroughly enjoy playing outside in the inspirational garden area. Babies enjoy exploring the sand and older children continue to develop their decision making skills as they plan and build a bridge that they then walk on in the covered area. Children have many opportunities to explore nature as they dig, weed and look after the vegetables they plant. However, there are limited resources for them to display the items they find in the garden for others to see such as, containers and magnifying glasses. All children have many wonderful opportunities to develop their senses, imagination and be creative. For example, younger children bring in their swimsuits and participate in an indoor beach day where they play in the sand and splash in the paddling pool. Babies bang a range of kitchen utensils outside to make a noise and thoroughly enjoy playing and experimenting with baked beans. Older children readily make individual designed sun hats and proudly wear them outside in the garden.

Staff make exceptional use of a recent event to promote children's learning. For example, reading a story about a royal baby being born and talking to the children about the new royal baby. The children then excitedly go and get their family photo books and show the inspector and each other pictures of themselves when they were a baby. Staff expertly use the children's spontaneity to extend the children's communication skills by asking them questions about their family and the photographs. Diversity is promoted exceptionally well in the nursery. For example, the nursery has links with another nursery in South Africa and they share photographs and newsletters helping children to be aware of the lives of others. Children who speak English as an additional language can readily use a range of resources and words in their own language. Children with special educational needs are extensively supported by staff as they are passionate about seeking support for these children and their families. As a result they make excellent progress in their learning and development from their individual starting points.

Children are confident communicators because staff value what they have to say. This promotes further discussion and the introduction of new vocabulary. Sign language is used throughout the nursery to encourage children to learn a different way of communicating with each other. Children excitedly talk to visitors asking them questions about why they are there and telling them what they have been doing and why. Babies' early communication skills are supported well by staff as they use facial gestures and respond positively to the babies' babbles. Staff working with the younger children sing lots of songs helping the younger children to begin to recognise familiar words. Children enjoy stories, and each room has a cosy book area which enables individual or shared stories with adults. An extensive range of literature inspires children to choose books. The lending book system also supports the ongoing work with parents to support children's learning at

home.

Staff are highly skilled at observing and evaluating children's learning. They maintain a comprehensive learning journal for each child. They carry out regular three month assessments of children's development, which incorporate the two-year-old progress checks, which they share with parents. Children's achievements are celebrated both at the nursery and at home through the use of the 'wow' and 'superstar' comments. Parents are fully involved in identifying their children's next steps in learning through regular discussions and meetings with key persons. Consequently, these strategies enhance parents' understanding of how their children learn, increasing their ability to fully support their children's progress at home. Effective systems are in place to ensure children are supported exceptionally well during their move to school. For example, teachers visit the nursery to talk to the children about what happens at school. Children receive their learning journal when they leave which includes comments from the staff about their time at the nursery. This helps children to remember their time at the nursery. All these measures ensure children's move to school is a positive experience.

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

All children in the nursery demonstrate a strong sense of belonging and well-being. They are happy, safe and very confident. The staff work very well as a team and provide a warm, calm and caring environment where each child is extremely valued and included. All the children develop strong attachments to their key person as well as to other members of staff. Children behave extremely well. They know the expectations for behaviour and respond positively to the staff's gentle reminders to think of others. Children are extremely kind and caring to each other. They make many positive comments to each other such as, "I like your bracelet". Staff are excellent role models and readily say good morning to each child when they arrive helping the children to develop their manners. Children are very welcoming to visitors and spontaneously ask the inspector to sit at their table and have lunch with them. They readily introduce her into their conversations and serve the food to her. Children speak very warmly of the staff and each other and it is evident they thoroughly enjoy their time at the nursery. Babies receive lots of cuddles to help them feel secure. Staff in the baby room know the babies exceptionally well and readily respond to their differing needs and requirements.

There is a strong emphasis on the importance of healthy eating and lifestyles. Older children readily explain the hand washing routines and why they have to wash their hands before eating, after using the toilet and playing outside. Children have an exceptional range of healthy foods and snacks provided by an outside catering company. The food is plentiful, colourful, tasty and very healthy. Children readily serve themselves and mealtimes are a very sociable and interactive time. Babies are fed their bottles in a comforting and caring way and toddlers are given time to eat their food at their own pace.

Safety and security is prioritised. Risk assessment systems are particularly robust, both for indoor and outdoor areas, and for the many outings that take place. Staff enhance and develop children's developing understanding of how to stay safe in numerous ways. For

example, children participate in regular fire evacuation drills and are aware of why they must not run in the nursery. A range of highly stimulating toys and resources are available for the children to independently use in each room. The amazing garden area enables children to develop their physical skills in a variety of ways. For example, children ride bikes and operate the mini-diggers scooping up stones.

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

The manager and staff team have an exemplary awareness of their responsibilities in meeting the safeguarding and welfare, and learning and development requirements. Staff have a very thorough knowledge of the nursery's comprehensive policies and procedures. They implement these in practice to promote children's health, safety and well-being effectively. Arrangements for the recruitment and training of suitable staff are very rigorous. The manager strives for a well-qualified workforce and provides a comprehensive induction programme followed by on-going training and robust monitoring of the staff. This ensures that staff feel very well supported, have secure knowledge and skills to carry out their roles and responsibilities confidently. Safeguarding is given the highest priority. The manager and staff have a robust knowledge of the safeguarding and welfare requirements through regular training. This ensures that procedures are implemented swiftly in order to protect children. Any issues of concern that come to light are fully investigated. This includes, working closely in partnership with parents and the appropriate agencies in order to meet requirements and ensure children's safety and protection. All staff deploy themselves extremely well to ensure children are continually supervised and kept safe.

The majority of the staff have been at the nursery for a number of years and staff morale is very high. Staff comment on how they enjoy working at the nursery and how well the manager supports and listens to them. The manager sets high expectations for staff performance and children's achievements. There is a very well-established and effective system of self-evaluation that drives continuous improvement based on the views of the staff, children and their parents. The manager and staff constantly reflect on and monitor the effectiveness of the nursery and strive for further improvements. Regular staff meetings provide invaluable opportunities for staff to discuss and share their ideas and suggestions. The manager regularly meets up with other childcare professionals and nursery managers to discuss best practice and share ideas.

Partnerships with parents and external agencies are very strong, which results in excellent support for children. Staff actively engage with parents and work closely with them, to meet the needs of children. Parents make many positive comments about how friendly and caring the staff are and they praise the excellent range of outings and activities provided. All parents spoken to on the day stated how very happy their children are in the nursery.

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	EY341447
Local authority	Reading
Inspection number	925257
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	81
Number of children on roll	216
Name of provider	Greyfriars Ministries Limited
Date of previous inspection	13/03/2013
Telephone number	01189 589558

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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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