

Berkeley Gardens Day Nursery

72 Berkeley Avenue, READING, RG1 6HY

Inspection date	01/10/2013
Previous inspection date	03/01/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are safe and secure in the staff team's care. They are welcomed warmly by staff, so they feel valued and part of the nursery.
- Staff keep parents informed about all aspects of their children's care and learning. This communication builds trusting relationships and provides continuity in children's care, so their welfare needs are met.
- The nursery has a positive attitude to staff training, reviewing staff's work, obtaining ongoing feedback and prioritising areas for staff development.
- Children are happy and interested in the fun activities and varied resources provided by the staff.

It is not yet good because

- Systems to promote children's individual learning and development needs are not fully implemented or well monitored .
- The staff team working with older children are less secure in their knowledge of literacy and do not make good use of opportunities to enhance and extend children's learning in this area.
- Arrangements to develop secure partnerships with the schools to which children may transfer re not well embedded.
- Children are not always able to complete and choose activities for themselves without

being interrupted by staff who want them to join routine group activities.

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 activities in the five base rooms and in the nursery garden.
- The inspector carried out a joint observation with the deputy manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection and information from parents' questionnaires.
- The inspector held meetings with the managers of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

Berkeley Gardens Day Nursery registered in 2011. It is one of three 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 use 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. There are currently 111 children on roll.

The nursery is funded to provide early education for three- and four-year-olds. The nursery currently supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery owners employ 28 members of staff. Of these, 18 staff hold an early years qualification at level 3 and three of the staff have a qualification at level 2. Seven staff members are working towards a suitable qualification. The nursery also employs a cook.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for literacy development and active learning by giving older children greater independence and freedom of choice in their learning by providing stimulating and appropriate activities to support children's early writing skills
- improve the individual experiences planned for each child, highlighting in particular accurate next steps in their learning and development.

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

- extend children's opportunities for uninterrupted time to play, explore and pursue their learning inside or outside
- extend ways to help the older children be well prepared for when they leave the nursery and move into school.

Inspection judgements

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

Children enjoy their time at nursery and appear happy and confident. Staff have a sound understanding of the Statutory Framework for the Early Years Foundation Stage and organise activities to cover all areas of learning. Children engage in some enjoyable experiences. There is a balance of activities where children enjoy exploring sand, cornflakes, sticking and building towers with bricks. However, there are weaknesses in planning, as it is targeted towards the whole group, rather than individual children. Thus, assessment systems are not effectively used in identifying the next stages in children's learning and development. Nevertheless, staff follow children's interests and develop their ideas through the implementation of mini-topics. For example, focusing on animals and going on a 'bear hunt' in the garden.

Staff are starting to implement the progress check for two year-olds. These records are shared with parents to evaluate children's progress and identify future learning aims. The staff team engage positively with children and sometimes follow children's choices of play. Some planned literacy activities are not always matched to children's individual levels of development appropriately. For example, older children complete alphabet worksheets, which have little real meaning for them and have fewer opportunities to discover connections in learning by using early writing skills in their chosen activities, such as role play.

Children enjoy exploring various media, such as paint, water, sand and playdough. Staff repeat the names of colours and numbers, to help increase children's vocabulary. Children's language development is fostered through conversations at snack times and during care routines, as well as singing and story times. Older children are developing their personal independence skills and become responsible and independent individuals. However, at times the structure of the day does not allow them to be fully involved and to freely explore activities wherever they choose.

Young babies are happy and content. They confidently explore a range of materials and resources in their designated room. The atmosphere is calm and these youngest children demonstrate their natural curiosity as they independently move around and explore the resources which are accessible to them. Children listen and respond with enjoyment when listening to stories and are developing language for thinking. When using electronic programmable toys and simple equipment, children of all ages become aware of the use of technology and modern life. Children use their imagination as they show pleasure in acting out familiar scenarios in the home corner. Children develop simple mathematical concepts through painting activities, which involve shape, numbers and problem solving. For example, they match different shapes and count together how many sides on their shapes before printing. Overall, children are developing some positive skills which help them gain adequate foundations to support their future learning.

Parents and carers are provided with a range of information about the nursery. For example, informative entrance hall notice boards provide useful information. Parents are

kept well informed about their children's welfare and attainments through daily chats with key staff. They have opportunities to attend formal parent sessions to discuss their children's developmental progress throughout the year.

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

Staff provide good levels of support to children. They are effectively deployed throughout the provision. The key worker system works well in supporting children to feel secure.. As a result, children develop a sound sense of belonging as they build positive relationships with staff. Children show they are settled because they approach the staff with ease and great smiles. Praise and encouragement are regularly used to promote children's self-esteem.

Children play with a wide range of resources, which support their learning in all areas. Staff sometimes interrupt children's play, such as when bringing them inside from outdoor play, organising set times for whole group outdoor activities and some lengthy snack time routines. Nonetheless, staff generally support children's independent choices and allow them to lead in activities that they enjoy and learn from.

Children are learning to behave in safe and responsible ways. For example, they learn how to keep themselves safe around the nursery and in the event of an emergency. They show the ability to share and take turns and staff help them to manage their own behaviour. Children show confidence as they approach adults for support. Staff take many opportunities to interact with children as they play, to enhance their learning, experiences and understanding. Staff promote inclusive practice through the activities, procedures and use of resources. Staff use various themes to explore different cultures to allow children to gain an understanding of diversity within their community.

Staff follow effective procedures to promote the good health and well-being of children. For example, a high number of staff hold an appropriate first aid qualification. The nursery takes necessary steps to prevent the spread of infection and implements appropriate action if children are ill. Children develop an awareness of good hygiene skills through their daily routines. Children learn about healthy eating and enjoy a range of well balanced snacks and meals which the nursery provides. Children play outside and enjoy using a variety of resources that support all areas of learning as well as developing their physical skills.

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

Children are cared for by an established staff team. All staff have relevant experience, suitable qualifications and generally the necessary skills to do their jobs. There are effective systems in place to enable staff to continue to develop their knowledge and skills through regular training. Staff are deployed well to provide support to children and this ensures most routines run smoothly.

Written policies and procedures underpin the staff's practice and are made available to all parents. Detailed safeguarding policies and procedures are in place and staff fully understand the importance of these. Therefore, staff have a sound understanding of safeguarding and welfare requirements and their responsibility to safeguard children from harm. However, the provider has failed to notify Ofsted of a significant event whereby a child was taken to hospital directly from the provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Nonetheless, effective recruitment, vetting, induction and appraisal systems help to ensure that all staff are suitable in their roles. Staff regularly complete risk assessments to ensure that any potential hazards are minimised. This allows children to play safely both indoors and outdoors.

The nursery management and staff understand the need to evaluate their practice. The manager is committed to raising standards in the nursery and is very receptive to making future improvements. Staff contribute their ideas through regular staff meetings. The team has addressed the recommendations made at the last inspection, with regards to the accessibility of all resources. Staff have a satisfactory knowledge and understanding of how to deliver a varied programme of activities that generally take account of children's individual needs and interests. However, due to a new system being introduced, assessment records are not being fully implemented and monitored or show an up-to-date picture of children's progress and achievements.

The nursery values working in partnership with parents and provides them with relevant information about the early years provision. Parents report that they are happy with the care their children receive. However, partnerships with local schools are not well established to contribute to a smooth transfer when children move on from 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	EY425243
Local authority	Reading
Inspection number	933950
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	111
Name of provider	S G Dixon & P J Knight Partnership
Date of previous inspection	03/01/2012
Telephone number	01189588116

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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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