

Bishopswood Day Nursery Limited

Horsepond Road, Gallowstree Common, Reading, Berkshire, RG4 9BT

Inspection date	10/03/2014
Previous inspection date	13/01/2009

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

- The managers show clear drive and good leadership and organisational skills, resulting in the efficient running of the nursery.
- Staff provide a fun learning environment that ensures children enjoy learning and make good progress.
- Staff establish positive relationships with parents who are kept well informed about their children's well-being and progress.
- Children's safety is a priority, and staff are knowledgeable and skilled in their understanding of safeguarding procedures.
- Children are happy and confident, and clearly enjoy their time at the nursery.

It is not yet outstanding because

- The staff team has not yet introduced more opportunities for children to play and complete activities to their satisfaction without being interrupted for group activities and routines.
- Children have fewer opportunities to explore a variety of natural resources, to enhance their understanding of the world.
- There is a good balance of activities across the areas of learning both in and outdoors. However, children do not always have opportunities to use all the available space outdoors, to play and freely extend their learning, using an exciting variety of resources

that can be used in different ways.

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 gardens.
- The inspector 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.
- 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

Bishopswood Day Nursery is run by Bishopswood Day Nursery Limited. It opened in 2004 and operates from five rooms in a converted school. All children share access to a secure enclosed outdoor play area. The nursery is in Gallowstree Common, between Reading and Henley, on the Berkshire/Oxfordshire border. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area and attend for a variety of sessions. The nursery supports a small number of children who speak English as an additional language. A total of 35 staff are employed, of these, 26 staff hold an appropriate early years qualification and two hold a level 5 qualification.

What the setting needs to do to improve further

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

- improve children's opportunities for uninterrupted time to play, explore and pursue their learning

- develop ways to strengthen the use of outdoor play to provide older children with a wider range of flexible and more challenging equipment that is easily accessible and can be used, moved and combined in a variety of ways

- enhance the educational programme for understanding the world, by providing children with a range of natural resources and equipment to promote their exploration, learning and curiosity.

Inspection judgements

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

Children are enthusiastic learners who thoroughly enjoy their time in the nursery. This is because staff are welcoming and friendly and many clearly understand how children learn. The educational programme is well balanced and implemented successfully by staff that have a secure knowledge of how to promote the learning of young children and babies. They mostly plan a wide range of stimulating and playful experiences, both indoors and out, which reflect all areas of learning. Parents contribute a wealth of information about their children's interests and abilities when they first start at the nursery. Therefore, staff know children well and have a clear idea of their starting points. Good assessment procedures are in place, including the required progress check for two-year-old children.

Staff use observations and information from parents effectively to assess children's progress. Consequently, staff make strong links to children's interests and carefully tailor the next steps in learning to their individual needs.

Most staff consistently join in with children's play without taking over, using skilful questions, such as 'How many more cups are needed?' They allow children to follow their interests while encouraging them to think about what they are doing, which supports communication and language skills well. Staff regularly praise children for their efforts as well as their achievements, boosting children's confidence and self-esteem. This type of interaction from staff effectively motivates children to be independent, active and thoughtful learners. Inviting book areas encourage children to look at books independently and staff make story time fun and interactive. Children focus strongly at these times and sing or speak confidently in front of a group. Staff make good use of opportunities to help children develop their mathematical skills. They give reasons for children to count, sort and compare during a range of different routines and activities. They see many number symbols on the walls, in games and puzzles to reinforce their understanding of number. Through their play they learn to respect different cultures and how people celebrate individual traditions all over the world. Children have many opportunities to find out about the natural world, through walks in the woodlands, growing plants and searching for bugs. However, there are fewer opportunities for children to easily explore natural materials in their play. Nonetheless, children confidently explore the materials and resources in their designated rooms. The atmosphere is calm and babies demonstrate their natural curiosity as they independently move around and explore the resources that are accessible to them. Babies show great pleasure in finding a variety of items hidden in large cardboard boxes.

Many opportunities exist for children to develop their muscle coordination, control and movements. They are helped to understand the importance of physical activity and to make healthy choices. Although children have good opportunities to explore the outside space, the nursery has not considered ways to arrange a variety of flexible resources and equipment that is more challenging and adventurous for children.

Parents report that they feel fully involved in their children's learning throughout their time at the nursery. Parents regularly contribute to their children's achievements using a 'special mention tree' and staff incorporate their ideas into the planning. Staff identify children's next steps through observations of the children and regularly send home a summary for parents to read. This means parents are encouraged to continue children's learning at home. These close partnerships fully promote the integration of care and learning for children. The staff also have effective systems in place to share information with other childcare professionals when this is required. This helps to create a consistent approach and continuity of experiences for children between all those involved.

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

Care practices within the nursery effectively support children's emotional well-being and help them to be healthy. The well-established key person system fosters warm and

supportive relationships between staff, children and their families. The key person has regular discussions with the parents which helps to ensure staff have a good understanding of children's changing emotional needs. Children quickly gain in confidence and independence in their new surroundings. They build secure bonds with their key person, which helps them to feel safe, secure and ready to learn throughout their time in the nursery. There are good arrangements in place for supporting children's moves between rooms. For example, children regularly visit and join together with different rooms for short sessions, enabling them to become familiar and to get to know the new staff. Overall children are independent and confidently initiate ideas and persevere at activities. Equally they enthusiastically join in activities planned by staff and follow the routines of the day well. They clearly enjoy their time in the nursery. Children's behaviour is good because staff are deployed well and use a consistent approach to helping children learn about boundaries and acceptable behaviour. Staff use lots of praise and encouragement. They use positive strategies such as 'golden rules', marbles in the jar and a 'making good choices board' to help children learn about what is expected of them.

Children develop a good sense of belonging as they see their photographs and pictures displayed in the nursery. They learn about other people's lives through planned activities linked to different countries. Children enjoy taking on responsibility. They help to prepare snack, lunch and tidy up their toys at the end of the session. There is a good focus on children developing independence in the nursery. Older children are gaining good independence in managing their personal care, as they ring a bell in the bathroom if they require any assistance. A wide range of age appropriate resources support children's learning in all areas. However, staff often interrupt children's play during the day, for example, when children are brought together for whole group activities and eating routines. This means children are not always able to complete activities to their satisfaction. Nonetheless, staff support children's independent choices and allow them to lead in activities that children enjoy and learn from.

Staff effectively help children to learn about healthy lifestyles through healthy eating and exercise. Children enjoy a range of healthy foods at snack time and freshly cooked meals prepared by the nursery cook. Staff sit with the children during lunch and talk about healthy choices, effectively supporting children to develop an awareness of eating a balanced diet. There are many times during the day when children can freely choose when to play outdoors, enabling them to benefit from exercise and fresh air. Staff use the adjoining woodland and play park equipment to further challenge children's physical skills. Children learn about safety through topics and activities. For example, visitors from the police come to talk to the children. They are involved in routine activities to develop their understanding of safety, such as tidying the toys away or taking part in the fire drill which is practised regularly so they know how to exit the premises in an emergency.

Children benefit greatly from the spacious and inviting learning environment, both indoors and out, which supports their all-round development. They are consistently developing the skills they need for their future learning. Staff prepare children well for their eventual move to school. Staff organise regular visits to the local school and invite the reception teachers into the nursery. This helps to children to feel self-assured and confident about what their future holds.

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

The nursery is run by two managers and a deputy. Management and staff have a very good knowledge of their responsibilities to deliver the safeguarding and welfare requirements of the Early Years Foundation Stage. Good recruitment procedures help to protect children. Skilled and knowledgeable staff adhere to robust policies and procedures that are in place to support the safe running of the nursery. The management and staff routinely undertake and update first aid and safeguarding children training. This keeps them up to date with current practices. Staff carry out a thorough risk assessment of the nursery which helps to minimise any hazards.

The managers have a good overview of the quality of the nursery through thorough monitoring of the educational programme and staff performance. Staff are encouraged to attend continual training and the managers place a high priority on supporting staff to further develop their knowledge, understanding and practice. Appraisals, room meetings and daily chats help to identify training needs. The managers mentor and support staff very well, helping them to gain a secure knowledge of child development as a foundation for their future training. Overall, this effectively promotes good quality practice.

The managers establish good partnerships with parents and other childcare professionals, which strongly contributes to meeting all children's needs. Parents greatly appreciate the information they receive, for example, through the well-established key person system. They say staff are friendly and approachable and always give them time to settle their children and they can talk to their key person if they need to. The managers also observe and share good practice with colleagues in other settings, further contributing to the quality of the nursery.

The management and staff are continuously reflecting on their practice, involving the views of parents and the children. Self-evaluation is ongoing and focuses effectively on improvements that bring about the best outcomes for children. The managers have thoughtfully addressed all recommendations from their last inspection and continue to review every base room of the nursery. The management and staff have a strong and continuous drive for improvement and they readily act on any recommendations to enhance the quality of 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY273422
Local authority	Oxfordshire
Inspection number	954164
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	128
Number of children on roll	134
Name of provider	Bishopswood Day Nursery Ltd
Date of previous inspection	13/01/2009
Telephone number	01189 722196

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

