

Newbury Gardens Day Nursery

Greenham House, Greenham Road, Newbury, RG14 7HS

Inspection date

Previous inspection date

14/04/2014

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

- Secure attachments are evident and children enjoy their time at the nursery. They receive support from caring and consistent staff, which means that children and babies are motivated to learn.
- Leadership and management is good as staff are fully supported to further their knowledge with training and staff development. This means that children's observations, assessments and planning are precise.
- Mathematical development is strong across all age groups and embedded throughout both adult-led and child-initiated play.
- Partnership with parents and carers is exceptionally good. Staff offer parents practical opportunities to update their children's assessments and provide information that supports them in extending their children's learning at home.
- Children's assessment is well informed and children's development is good, including children who speak English as an additional language.

It is not yet outstanding because

- Staff occasionally miss opportunities to fully support younger children with their communication and language development.
- Opportunities that challenge older and more able children within both the indoor and outdoor environment are not fully maximised. This is because staff do not always have high enough expectations of their abilities.

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 took account of the views of parents and carers spoken to on the day.
- The inspector looked at a selection of documents including some children's records, planning documents, policies and staff records.
- The inspector talked with some children and staff.
- The inspector held meetings with the pre-school manager and the provider.
- The inspector observed children's activities and staff teaching inside and outside and carried out a joint observation of an activity with the manager.

Inspector

Helen Harper

Full report

Information about the setting

Newbury Gardens Day Nursery registered in 2013. It is owned by a private organisation who operate two other nurseries in Berkshire. The nursery is situated in central Newbury in Berkshire. The premises have been converted and children are cared for in rooms on the ground and first floors. There are five rooms to provide care in age groups. Children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 8am to 6pm, all year round, except for bank holidays. Children may attend for a variety of sessions. It receives funding for the provision of free early education for children aged three and four years. There are currently 33 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs a manager, who holds a level 3 qualification and is working towards her level 5. Eleven other staff are employed, of these six hold a level 3 qualifications. Other staff are working towards gaining higher or furthering qualifications. A nursery cook and an administrator are also employed at the nursery.

What the setting needs to do to improve further

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

- develop practice with the younger children to fully support them with their communication and language development
- develop opportunities for older and more able children to provide further challenge within both the indoor and outdoor environment.

Inspection judgements

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

Children make good progress at the nursery because staff get to know children well from the start. They gather information from their parent and carers and continue to do so and this means that assessments are clearly up to date and include individual children's interests. This communication leads to all children being supported exceptionally well with their learning at home including those learning English as an additional language. Staff prepare children well for their future learning in school because the quality of teaching is consistently good. Children are encouraged from an early age to be independent and staff have a good understanding of the learning and development requirements. However, staff do not always provide older and more able children with opportunities that challenge them effectively within both the indoor and outdoor environment. This is because staff do not

always have high enough expectations of their abilities.

Interesting activities that engage children are planned and staff support children's learning well. Consequently, children are happy. For example, when children were exploring with water and brushes outside, a member of staff supported children in writing the initial letter of their name and then their brother's name. This led onto children initiating driving a car over the water marks and creating tracks. Staff then extended this by asking the children to find a vehicle that would make wider tracks. Children showed their enjoyment and engagement in this active experiment by concentrating and being proactive. This demonstrates that children are developing their early mathematical and literacy skills as well as their understanding of the world.

Staff prepare children well for their eventual move to school by teaching them early mathematical skills. For example, children enjoy a cooking activity making biscuits in which they learn to follow a recipe. Staff extend children's learning by encouraging them to smell the ingredients and to count from one to 20 as children take turns to mix the ingredients together. This builds on children's ability to share and they also gain an understanding of following personal hygiene rules as children wash their hands and wear aprons before cooking.

The nursery environment is exciting and covers the seven areas of learning. Children of all ages can freely access toys and staff use these to develop children's learning well. Both the indoor and outdoor areas are available for children to use and explore. Staff also use the local community well to support children's learning for example attending rhyme time at the library and visits to the local shops and the train station. Babies and young children enjoy their chosen play opportunities. For example, they explore the contents of the treasure baskets and find the objects in the sand tray. Staff are always on hand to offer support, however, they occasionally miss opportunities to extend young children's communication and language skills. Babies enjoy being in the outdoor area and look at the chimes in the trees and watch as they move in the wind. Staff blow bubbles and babies try to touch them. These aspects capture their interest and support their developing awareness of the natural world.

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

Staff offer children good opportunities to learn about healthy lifestyles. For example, children enjoy a variety of physical exercise including younger children being able to scoot on ride on toys indoors and older children being able to explore the nature environment in their wild area. Staff teach children the importance of washing their hands at appropriate times for example before cooking and after toileting and children confidently explain what they are doing and why. Staff recognise the importance of outdoor play and babies and younger children enjoy free flow access to the outdoor areas and the older children enjoy the garden and have fresh air and exercise everyday too.

A highly effective key person system is in place and this ensures staff meet all children's individual needs. Key persons monitor children's progress and they know them well. Staff

greet all children warmly and they show secure emotional attachments as they sit on staff laps for story. Staff assess children's needs and are aware of their individual interests and they use this information to plan for the next steps in their learning. This helps children feel secure so they gain confidence to explore their environments and engage in active play.

Risk assessments are undertaken including when children go on outings within their local community this is to ensure the environment is safe for children. They teach children how to behave in safe ways and have introduced five golden rules, which include sharing and being kind to one another. Therefore, children's behaviour is excellent because staff are positive role models and encourage children to say please and thank you.

The management recognise the importance of creating links with other early years providers. Visits to schools enable staff to become familiar with settings that the children will move onto. Staff support children's personal, social and emotional development well. Children's self-esteem and confidence is boosted through the use of praise and staff listen to children so children know what they say is valued. Staff display children's work which shows children that what they create is valued. This all helps children become confident and keen to learn and explore.

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

The nursery environment is well maintained and this helps ensure children's health and safety while on the premises. All staff have safeguarding training and understand the nursery safeguarding policy and procedures. The recruitment process of new staff is robust as the manager and the provider have completed safer recruitment training. Staff have suitable first aid training. Visitors sign in and out and the nursery is secured by a locked door, this means that no-one can enter the building uninvited. The provider ensures that the safeguarding and welfare requirements of the Early Years Foundation Stage are met.

All staff have a good understanding of how children learn and develop and the importance of meeting children's individual needs including those with additional needs. They seek external support as needed and work with other agencies to support individual children. Broad educational programmes are in place and children make good progress and these are monitored and clearly show children's progress. Staff feel supported by an interactive management team and valued as the nursery's number one resource. The staff team are listened to and the leaders and managers act upon their knowledge. This helps to ensure that the nursery offers children an environment which offers care and good quality teaching for the children.

Staff supervision and appraisals helps to ensure that standards remain high. An on-going training including a programme for staff development helps to further enhance their knowledge and understanding in particular. Evaluation of the nursery practice is reflective and shows how they target areas for improvement. Parent's report that they feel

supported and included in their children's learning. They say that children are happy at the nursery as staff go out of their way to meet their individual needs and make everyone feel special. Parents receive regular updates on their child's progress daily and at parent's evenings. Staff also update parents about nursery activities and events through social media and newsletters. Staff use questionnaires to gain feedback that is monitored and acted upon. This helps to ensure that the nursery team maintains continuous developments and enhances the outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY471120
Local authority	West Berkshire (Newbury)
Inspection number	939694
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	33
Name of provider	S G Dixon & P J Knight Partnership
Date of previous inspection	not applicable
Telephone number	01635580980

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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.

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.

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