

Children's House Day Nursery

Park Lodge, Tilehurst Lane, Binfield, BRACKNELL, Berkshire, RG42 5JL

Inspection date	20/05/2014
Previous inspection date	22/10/2012

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 enthusiastic and nurturing, enabling young children to quickly settle and feel secure in this happy environment.
- Children benefit from the freedom to explore the extensive nursery environment both indoors and outdoors, with appropriate supervision. Consequently, they develop their physical skills and ability to make choices.
- Communication and language are encouraged effectively as staff get down to the children's level, make eye contact and model language well.
- The management team is proactive in continuously encouraging and building the skills and understanding of the staff team.
- Pre-school children demonstrate their increasing independence, for example as they help themselves to lunch and carry their plates back to the dining table.

It is not yet outstanding because

- The nursery lacks low level displays and posters, which young children can explore and look at to inspire their interests.
- The nursery does not always provide enough information to parents about the Early Years Foundation Stage and how the activities children undertake encourage their development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises and looked at the resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff and manager.
- The inspector discussed the nursery with parents.
- The inspector discussed the provider's self- evaluation and plan for development.

Inspector

Lynne Lewington

Full report

Information about the setting

Children's House Day Nursery re-registered under new ownership in 2012. It is one of twelve nurseries owned by All About Children Ltd. The nursery is situated in a large house with extensive grounds in Binfield, Berkshire. It operates from six large rooms situated over two floors. The after school club uses the third floor. There are several fully enclosed garden areas for the children to use, including a nature trail. The nursery is easily accessible and supports children with special educational needs and/or disabilities and children learning to speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 129 children in the early years age range on roll and the nursery receives funding to provide free early education for children aged two, three and four years old. Children can attend for a variety of sessions. The nursery is open five days a week from 8am to 6pm all year, except for one week at Christmas. It also provides a breakfast and after school club. The breakfast club is open from 7.30am to 8.45am and the after school club opens from 3.15pm to 6pm. The nursery employs 27 staff who work with the children. There is one member of staff qualified at level six, one member of staff at level five, one at level four and 17 at level three; two members of staff are qualified at level two in childcare and education and are currently completing a qualification at level three. 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:

- provide interesting displays at children's height for children to explore and experiment with, for example through the use of artefacts and posters to encourage and inspire their interests
- provide more information for parents throughout the nursery about the Early Years Foundation Stage and how the activities children undertake encourage their development.

Inspection judgements

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

Children experience an interesting variety of activities, which enhances their learning across all areas of learning, both indoors and in the gardens. The extensive gardens provide a good environment to encourage children's learning at all ages. Outdoors they have slopes to run up and down, areas to play football, sand pits to dig in, real building materials to use, a maze, an adventure playground and a nature trail to explore. Outdoor

activity in the natural light and fresh air increases a sense of well-being and encourages physical activity, in addition to increasing awareness of the natural world.

In the pre-school room, children have been learning about bones. This has been supported by a story relevant to their age and understanding. Several copies of the book have been purchased, enabling parents to take the book home to share with their children. Staff have provided many worthwhile opportunities to extend children's knowledge; for example children have looked at x-rays, to learn about the importance of bones in their bodies. Staff share ideas with parents about how they can engage the children's interest at home, for example by sharing baby scan pictures.

Children demonstrate increasing physical skills and independence as they serve themselves to lunch. The adults encourage them to think about how much they can eat and to serve themselves with an appropriate-sized portion. This simple activity provides many good learning opportunities. The children are developing physical skills as they carry their plates and serve their food. They are thinking about simple mathematical concepts of more and less, and linking this to their own personal needs. A staff member is there to help and encourage their thoughts as they undertake this task with increasing competence.

Children have easy access to crayons, pencils and chalk, enabling them to begin to make marks and develop their creative skills throughout the nursery. They regularly undertake cooking activities and staff also plan activities that the children can help to prepare for, for example a teddy bears' picnic. Children make invitations and post them to their home address. They bring their teddy from home and participate in cooking for the event. Staff pitch the cooking activity at the correct level for the children taking part. For example, toddlers decorate biscuits with icing, while older children measure ingredients and bake cakes. Staff prepare well for the activities, planning what they will need and having items close to hand. This helps to maintain children's interest and improve the quality of the learning. Staff listen attentively to children; they build sentences from their single words, model pronunciation and show genuine interest in what the children say.

Books are used well throughout the nursery. Staff share board and picture books in the baby room. Children cuddle up close and enjoy the intimacy of sharing a book. They listen to the voices of the adults and respond with noises and physical movements. The toddlers independently get books and use them, turning the pages with increasing skill, and the older children can be seen examining the pictures and retelling stories from these. Staff frequently read to the children in all rooms, developing the children's awareness of the written word. Children recall stories and use the pictures to help them identify what is happening. Pre-school children are beginning to recognise their names and the sounds that some letters represent.

Records indicate children are making good progress across all areas of learning. Staff plan activities and experiences taking into account individual learning needs and interests. Parents are encouraged to provide information about children's experiences and development at home. This helps the key person to monitor development and enables them to plan for the next steps in each child's learning. The key person undertakes the progress check for children at two years and seeks parental comments. A copy of the

progress check is provided for parents. Staff monitor progress with care. If they have concerns, they discuss them with senior staff and sensitively with parents, before seeking additional advice.

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

Children appear happy and confident in this nursery. They relate well to the staff and explore their environment confidently. This indicates they feel secure. Simple routines help the young children to develop this sense of security. Although they cannot tell the time, they know what happens next, where they can go and what is expected. Staff manage behaviour well. They are positive role models, talking calmly and politely to each other and the children. Staff talk to the children about feelings, which helps them to develop an awareness of their behaviour and its impact on others.

Staff encourage children to be aware of dangers and how to take steps to keep themselves safe. For example, when using knives and forks to eat their dinner, they learn how to use them with care. They learn to walk around the nursery and not run, and to pick up items to prevent falls. Children undertake the fire drill, ensuring the premises can be evacuated swiftly in an emergency. Staff demonstrate a good awareness of all aspects of safeguarding. They know the signs and symptoms that would give them child protection concerns, and are confident of the action they would take to report such concerns.

Children enjoy many opportunities for physical activity, developing their large and finer movements as they undertake a variety of activities. Staff encourage children's enjoyment of physical activities by making good use of the garden every day and by using floor space well for activities. Using the floor space helps children to extend their play into the space around them, and also develops coordination as they stretch and move up and down.

The menu is carefully planned, providing children with a varied, nutritious diet containing meat, fish, vegetables, fruit, pasta and rice. Water is easily available and children are encouraged to have regular drinks. The menu is displayed, enabling parents to plan appropriately. Systems in each room help to ensure staff are aware of individual special dietary needs where appropriate.

Children demonstrate a developing awareness of good hygiene routines relevant to their age and understanding. Staff are vigilant, encouraging and helping children but also enabling them to become independent. Older children independently get tissues and dispose of them in the bin after use, and staff are vigilant at keeping younger children's noses clean. Older children demonstrate their increasing awareness of good hygiene as they wash their hands independently at appropriate times, whereas the younger children have some assistance. Staff talk and sing to children as they change nappies, making this a fun activity.

This is a large nursery with extensive gardens. Each room within the nursery has an area in the garden, which is welcoming and well equipped with appropriate toys and resources. The resources available are all used well. However, throughout the nursery, children have

few opportunities to see posters and artefacts, or explore a variety of interesting items displayed at their level that they can independently experiment with, such as a nature table of items they find on their walks.

Staff clearly understand the importance of preparing children for changes in their lives. A system is in place to help children and parents become familiar with the new rooms children move to within the nursery. They have many visits to their new room, along with their familiar key person. This helps them to confidently get to know the new staff and play environment. When children are moving onto school, staff talk to them about what will happen, share stories about school and provide opportunities for them to see and try on school uniforms. Staff encourage children to develop the skills they will need to help them feel confident and comfortable when they start school. They also encourage parents to share information about changes at home, as they understand the importance of understanding children's experiences.

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

The leadership and management team ensures staff provide a variety of experiences that encourage all areas of learning. Children enjoy a broad variety of activities and consequently they are making good progress in all aspects of their development. Where concerns are raised, staff understand the action they must take in order that further advice can be sought in partnership with parents.

All the requirements of the Early Years Foundation Stage are clearly understood and met by the leadership and management team. Safeguarding is of paramount importance and each aspect is monitored and met appropriately. The premises are risk assessed on a daily basis and action is taken when required to ensure any maintenance is carried out as quickly as possible. For example, when extreme weather loosened fence panels, a risk assessment was undertaken and it was found that a secure area used by the children was not affected. The children were still able to play outdoors without risk of strangers coming in or children wandering out. When staff raised concern about the security of a high gate, a padlock was added to the bolt to prevent the gate being used inappropriately. The entrance to each nursery unit within the nursery is secured by a security lock. This means that all visitors to each nursery room can be seen from the viewing panel before the door is opened. Visitors are directed from the entrance hall to the office, which is also securely locked.

Staff encourage parents to ensure children bring appropriate clothing, as children spend a great deal of time outdoors if they want to. Children learn about wearing appropriate clothing for the weather. The staffing ratio is higher than required and staff are conscious of always ensuring enough staff are with the children to meet the required ratio. If complaints are made about the service, they are taken seriously. The management team discusses and investigates the concern, in order to resolve any problems that arise. Staff have appropriate qualifications and evidence indicates they deal with accidents and illness appropriately, to promote the welfare of the child.

Staff benefit from regular supervision, staff meetings and opportunities to enhance their knowledge through further qualifications. The views of the nursery staff are valued and every staff meeting provides an opportunity for them to bring items for discussion. Clear policies are in place to ensure all who are involved understand how the nursery works.

Partnerships with parents and other services are well developed. Parents speak highly of the nursery and the enjoyment their children get from attending. Some parents comment very positively on the help staff have provided with information about sleep and toilet training. They generally feel well informed about what the children do in the nursery and the progress children are making. However, information is not displayed around the nursery or is always easily available to all parents, to encourage awareness of the Early Years Foundation Stage.

The nursery has good links with the local early years service and makes effective use of the development opportunities it offers. Staff have links with the local school and are developing this relationship further as they prepare children for the move to school. When children have input from specialist services, staff willingly work in partnership to promote the best opportunities for the child.

The strong leadership and management team has a clear vision for the nursery. It's members reflect on practice and continuously try to improve and adapt. They seek opinions from staff and parents, and reflect on the children's responses to activities. They welcome the advice and support of the local early years service and ensure staff have relevant opportunities to increase their knowledge and skills through training. This all indicates they want to continuously improve the quality of the provision they offer. The manager and her team have an action plan, which indicates they have prioritised clear, achievable aims, which will benefit the children and the families who use the service.

The Childcare Register

The requirements for the compulsory 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	EY441763
Local authority	Bracknell Forest
Inspection number	971931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	148
Number of children on roll	129
Name of provider	All About Children Ltd
Date of previous inspection	22/10/2012
Telephone number	01344 301277

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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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