

The Lodge

Southcote Childrens Centre, 85 Coronation Square, READING, RG30 3QP

Inspection date	28/07/2014
Previous inspection date	08/12/2010

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

- The nursery takes positive steps to promote and celebrate the diversity of the children and their families.
- Children develop positive warm nurturing relationships with the staff which aids the children to become confident individuals.
- Information is displayed attractively and clearly to support parents in their parenting role and encourage positive development.
- Children's development is monitored effectively and children make good progress from their starting points.
- Children have opportunities to develop their skills across all areas of learning.

It is not yet outstanding because

- Insufficient care is taken to look after the toys, equipment and environment. This does not promote the children's awareness of the importance of looking after resources or aid sustainability.
- Some staff do not take sufficient interest in children's independent activities. This means opportunities to develop problem solving skills are missed.

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.

Inspection activities

- The inspector toured the premises and 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 read the provider self- evaluation.

Inspector

Lynne E. Lewington

Full report

Information about the setting

The Lodge day nursery is part of Southcote Children's Centre. It opened in 2006 and operates from three rooms within the purpose-built children's centre. The nursery is situated in the large residential area of Southcote, Reading. The nursery is registered on the Early Years Register only. It opens each weekday from 8am to 6pm for 51 weeks of the year. There are currently 49 children on roll, including those in receipt of government funding for three and four year old children. All children have access to a secure outside play area. The group supports children who speak English as an additional language, learning difficulties and disabilities. The nursery employs 14 staff who work with the children, 11 have level three or above qualification in early years.

What the setting needs to do to improve further

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

- improve routines to help the staff and children to develop their awareness of caring for the resources and to ensure the toys and equipment are well cared for and maintained
- develop the abilities of some staff to identify learning opportunities in children's independent play and use these to extend learning.

Inspection judgements

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

Children clearly benefit from the broad variety of activities offered throughout the day in this happy nursery. They enjoy the freedom to move between indoors and outdoors independently. Some staff demonstrate very good skills as they encourage children to participate in activities. For example, children enjoy a cooking activity. They measure and count, look at numbers on the recipe, feel and taste the ingredients, mix and stir. This is helping them experiment with language; develop awareness of numbers and counting, see words providing instructions and develop their fine physical skills.

An attractive book area with a broad variety of fact and fiction books helps to encourage children's interests. Children use the books independently and staff read to them often. Staff also tell stories using props which encourage the children to participate in the storytelling process. Children have easy access to chalk and chalkboards and they see adults writing for a variety of purposes. This encourages children to copy the adults' actions. Most staff get down to the children's level, make eye contact and listen attentively to the children. For example, an adult becomes involved in pretend play about the

doctors; she skilfully encourages children to recall their experiences and includes these in the play. This encourages abilities to recall events and use language. They use paper and pens to make prescriptions and talk about the taste of medicine.

Children learn about the natural world as they talk about healthy food and learn about sun safety. They demonstrate increasing skill at using the computer using age appropriate programmes. Some staff encourage children to count, match and sort in all their activities. Children have easy access to a variety of resources, which encourage their creative abilities including dressing up. Generally, the staff team are knowledgeable. They take good care to provide children with the attention they need to participate in the life of the nursery and develop their skills well. However, some staff are not alert to learning opportunities. For example, when children are creating with construction toys, some staff do not use the opportunity to talk to children about what they are doing and extend their language and problem solving skills.

Records of children's development indicate they make good progress from their starting points relevant to their particular circumstances. The nursery receives advice and support from the children centre staff and specialist services. Parents also share information about their children and staff use this valuable information to begin to understand and encourage the children's development.

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

Behaviour is good. Staff are calm role models. They talk calmly to the children and each other. They are alert to situations which children may find difficult and manage these effectively. For example by distracting and talking to the child calmly. Children are learning to recognise their feelings and the feelings of others through their activities and conversations. This helps them to understand the impact of their behaviour on others.

Staff encourage children to be aware of dangers and be alert to their own safety. For example, they encourage children to walk indoors and look where they are going. The fire drill is regularly undertaken and children learn how to evacuate the premises swiftly and safely. Staff talk to children about the importance of physical activity, nutritious food, healthy hygiene routines and using sun cream. This helps to encourage an awareness of a healthy lifestyle. Drinks of water are available throughout the day and staff encourage children to have a drink regularly in hot weather. Children demonstrate independence relevant to their age in their toileting routines. The nursery is well equipped with resources suitable to the age and needs of the children they care for. Risk assessments are undertaken. However, staff do not look after the resources or encourage the children to do so sufficiently, particularly outdoors. This means that toys and equipment get broken and parts lost. This does not promote children's understanding of the value of the environment or toys and consequently promote sustainability. Staff supervise children diligently. Children demonstrate their increasing independence as they move between indoors and outdoors making independent choices in their play.

Staff help to prepare children for changes in their lives, including starting school. They talk

about what they will wear to school and are encouraged to develop the skills that will help them in school. They learn to listen when others are talking, to speak up, to recognise their names and their belongings and to be able to dress and undress themselves. Parents are aware of the key person system, and how this works within the nursery.

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

The leadership and management team are proactive and clearly aware of strengths and weaknesses in the setting. They have clear plans in place for continuous improvement, which is informed by observations, staff and parental feedback. The nursery strives to improve and provide children with the good opportunities to develop in all aspects of their development. The management team are enthusiastic and passionate about the service they provide. They are working through a comprehensive development programme to continuously enhance the provision.

Records indicate children make good progress from their starting points. Generally, they are confident, curious and articulate. The leadership and management team promote safeguarding awareness at every staff meeting and staff are knowledgeable. They ensure the environment is secure and children learn about safe behaviours. Staff supervise children carefully at all times. Children are always within sight or hearing of the staff. Staff clearly understand the action they must take if concerned by following the nursery procedures to report concerns. Robust recruitment systems are in place ensuring staff are suitable for the roles they undertake.

Staff take good care to build positive trusting relationships with parents and families and consequently children benefit from this. Parents are very happy with the nursery provision. They feel their children make good progress and staff are supportive and helpful. They feel well informed and know they can look at their children's records. They receive invitations to planned meetings to discuss progress. Parents comment that they feel confident about talking to the staff in this happy environment. The team fosters positive relationships with the local schools and other services in the community. The strong relationship with the children centre and other professionals enables the sharing of expertise and resources to enhance the developmental opportunities for children.

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	EY411674
Local authority	Reading
Inspection number	831943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	49
Name of provider	Reading Borough Council
Date of previous inspection	08/12/2010
Telephone number	0118 9372535

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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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