

# Willows Day Nursery

Blagdon Road, Whitley, Reading, Berkshire, RG2 7NT

<b>Inspection date</b>	01/12/2014
Previous inspection date	05/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 leadership and management have effective systems in place for monitoring practice and driving improvements.
- The staff make concise assessments of their key children's learning, which enables them to monitor their progress and plan for their next stage in learning.
- There are effective procedures within the day nursery for helping children move on, between the rooms in day nursery and to the nursery school.
- Staff provide children with consistent guidelines that help them to behave well; children are learning to share toys and resources and to get along together.

### It is not yet outstanding because

- Staff do not always manage group times well, to maximise the opportunities to help strengthen all children's speaking and listening skills.
- During mealtimes, the staff do not provide equipment that is conducive to helping the older children to pour their own drinks independently or serve their own food.
- On occasions, staff are over cautious and do not maximise the opportunities for more agile children to take risks and tackle challenges outdoors.

## 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 observed activities indoors and outdoors, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of staff suitability, self-evaluation processes, and documents that support the running of the day nursery.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Ruth George

## Full report

### Information about the setting

Willows Day Nursery registered in 2004 and is managed by the head teacher and governing body of Blagdon Nursery School. It is situated in Whitley, South Reading, within the grounds of Blagdon Nursery School and Children's Centre. Willows Day Nursery is registered to provide Full Day Care.

Willows Day Nursery is open Mondays to Fridays from 8am to 6pm all year round, except for five training days, public holidays, and the period between Christmas and New Year. The day nursery operates from two rooms, Jelly Babies for children from birth to two years and Jelly Beans for children from two to three years. The purpose-built building has a number of outside areas. The day nursery offers care and early education for children from birth to four years old.

The day nursery is registered on the Early Years Register. There are currently 60 children aged from birth to under four years on roll. The day nursery receives funding for the provision of free early education to children aged two and three years. The day nursery currently supports a number of children with special educational needs and/or disabilities and children learning English as an additional language.

Willows Day Nursery has eleven staff who work with the children; of these, eight staff hold an early years qualification at level 3. The manager has a diploma in leadership for health and social care.

### What the setting needs to do to improve further

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

- review times when children are together in a large group, to strengthen their speaking and listening skills
- enhance risk and challenge in children's physical play, by helping them find safe ways of achieving what they want to do
- enhance further children's developing independence at mealtimes.

### Inspection judgements

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

The quality of teaching is good. Staff have a range of effective teaching strategies and use them to stimulate children's learning. The staff organise the rooms well, adding to the play resources to enhance children's learning linked to their interest, themes or celebrations. For example, the staff have transformed the outside cabin into a Santa's Grotto. Staff give children opportunities to have uninterrupted time to play and explore. They sensitively become involved to stimulate and extend children's learning. Staff plan for children's next stages in learning based on accurate assessment. The staff individualise planning for children, which ensures they make good progress. The staff have effective partnerships with parents and other professionals. Consequently, children who require additional help receive sharply-focused support to enhance their all-round development and welfare needs.

Staff help children to make good progress in their personal, social and emotional skills. The children in the Jelly Babies room are curious, and enjoy exploring and investigating their environment. For example, they enjoyed sensory experiences as they touched and smelt a range of natural objects. Staff help children to socialise, encouraging them to play alongside each other. They consider the children's intentions and sensitively support them to manage what they are trying to do. For example, in the garden, children wanted to pick up the leaves and put them into a small container. Staff provided the children with a larger box and some spades, to help them achieve. They were delighted as they used the spades effectively and filled the box.

The staff plan the environment well to support children's developing physical skills. Children practise using their large physical skills; they are learning to walk steadily and are beginning to climb on and off nursery play equipment. In addition, they experiment with crayons and chalk, making marks on paper. This helps children develop their hand muscles and learn the skills that will later help them hold pencils effectively for early writing.

Staff share stories with the children, who enjoy looking at the pictures and join in with familiar sounds and words. Although staff help children to develop their listening and speaking skills, teaching does not always fully engage all children during large group activities. The staff model language alongside children's play to extend their vocabulary and to teach them to use new words. Staff label resources with pictures and written captions; these help children independently select toys and to learn that words carry meaning.

Teaching helps the older children in the Jelly Beans room to understand and use mathematical language for size, such as big, little, large and small. They are also learning to count and to categorise objects by size. Staff engage in purposeful conversations to extend children's understanding and to problem solve. During the inspection, two children worked cooperatively together to build a thin tower out of magnetic rods. When the rods did not stick, the staff member suggested that they might need to turn them round and explained the magnetic rods pull toward one another or push away. Overall, children make good progress in their development and teaching prepares them very well for the next stages in their learning.

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

Children receive effective care and support from their key person. The key persons build good relationships with their key children and their parents. Settling-in sessions help the children to develop close relationships with their key person and other staff, and to feel settled and secure. The key persons provide parents with a good range of information, to help them support their children's learning at home. They chat to parents daily on arrival and collection, to share children's progress throughout the term and at the annual parents' evening. In addition, staff provide resources to help parents to share special moments from home. Children enjoy taking a soft toy, 'Travelling Sammy', home and sharing what he has been doing at their homes. These effective strategies mean staff engage parents in their children's learning, in the setting and at home.

Key persons support children's move up from the Jelly Babies room to the Jelly Beans room, well. Children visit their new room for short regular visits to begin to build a bond with their new key person, in preparation for their move. When children are approaching their move to nursery school, the staff work closely with the transition coordinator. Throughout the year, the children become familiar with the nursery school outdoor environment and, closer to their move, they make visits to their new class. This helps make the move as smooth as possible.

Children are learning how to behave well through consistent guidelines and support from the staff. Staff help children to develop an awareness of how their behaviour affects others and they are learning to share toys and resources. Staff teach children simple guidelines to keep themselves safe. For example, a recent fire evacuation helped children learn how to evacuate the nursery safely. Staff follow good hygiene procedures when changing the younger children's nappies and work in partnership with parents to help children learn to use the toilet. This means children are learning skills to manage their personal hygiene. The staff encourage children to do things for themselves, such as putting on their coats and shoes. This helps children prepare for their move to nursery school.

Staff provide children with some good opportunities to develop their physical skills outside and to learn how to lead a healthy lifestyle. They learn to scoot and pedal on bikes and to negotiate space by changing direction. Children are learning to throw, catch, and kick balls and enjoy bouncing on space hoppers. During the inspection, older children enjoyed the challenge of walking along a chain cargo net. They pulled themselves up, and back on when they slipped off, and negotiated where to put their hands and feet to complete the course. Although teaching of physical skills is good overall, staff are, on occasions, over cautious when they prevent the more agile children from using parts of a climbing frame that pose more risk and challenge. This prevents children from being adventurous and learning how to tackle such challenges safely.

Chef prepares healthy and nutritious meals and staff help children to learn about the importance of a healthy diet. Staff do not maximise opportunities for children to strengthen their independent skills. For example, during mealtimes, they do not provide equipment that is conducive to helping the older children to pour their own drinks or serve

their own food. Children plant, care for, and harvest foods in their vegetable patch and pick apples from the apple tree. Recently the children picked the apples and made 'Gruffalo Crumble' for tea. Staff help them understand how these healthy foods contribute to a healthy lifestyle.

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

The leadership and management have effective systems in place for monitoring practice and driving improvements. The governing body monitors and provides an overview of teaching practice and contributes to the overall development of staff teaching practice. The manager regularly reflects on practice with the staff team and reviews the development plan, to prioritise areas for further improvement. The leadership team has made good progress in driving improvements since the last inspection. The manager uses several tools effectively, to monitor the development of individual children and of groups. This means staff effectively work with parents and other professionals to help children requiring additional support to catch up with their peers.

Leadership and management follow safe recruitment procedures ensuring that relevant checks are completed. This helps check the suitability of staff working with the children. Good induction for staff means that they know how to carry out their roles. The manager encourages staff to attend training to enhance their professional development and this is having a positive impact on outcomes for children.

Staff have a good knowledge of their responsibilities in terms of safeguarding children, including recognising signs of possible harm to children. They clearly demonstrate how to report concerns, including whistle blowing. Children's welfare is central to everything they do. They have good practices in place to keep and teach children how to keep safe. Staff are extremely well deployed, ensuring good support for children both indoors and outside. Staff attendance at first-aid training means they know how to attend to any accidents and minor injuries effectively. The premises are safe and secure with effective procedures in place that staff follow. This ensures a safe environment for children to play and learn.

The staff have very strong partnership with parents. Parents expressed favourable opinions in recent feedback. Comments included: 'I know that the staff understand my child's needs and she feels very comfortable with all of them'; 'I am very happy with my child's progress'; and, 'As parents we feel he has become the happy and confident child that he is, with the help and encouragement of all the staff here'.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY331079
<b>Local authority</b>	Reading
<b>Inspection number</b>	827333
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Blagdon Nursery School Governing Body
<b>Date of previous inspection</b>	05/10/2011
<b>Telephone number</b>	0118 937 5484

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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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