

# Park Day Nursery

8 College Road, READING, RG6 1QB



## Inspection date

4 February 2015

Previous inspection date

12 February 2014

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|--|-------------------------|----------------------|----------|
|  | Previous inspection:    | Requires Improvement | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good                 | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good                 | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good                 | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                      |          |

## Summary of key findings for parents

### This provision is good

- Good quality teaching helps children progress well in their learning.
- Staff have very good relationships with children. As a result, children are settled, secure and motivated to play and explore.
- The staff are skilful in helping children to be independent, encouraging them to complete activities such as putting on their shoes to develop their self-care skills. This helps prepare children for their move to pre-school or school.
- Partnership with parents is strong. Staff exchange information with the parents on a daily basis, through discussion and written documentation. This allows them to be fully aware of, and meet, the children's individual needs.
- Staff work well together as a team. They fully understand their roles and responsibilities for the Early Years Foundation Stage and implement these successfully. The leadership team supports the staff well through regular supervision and ongoing training. This enhances their professional practice for the good of the children.

### It is not yet outstanding because:

- The organisation and presentation of the outdoor play area does not fully support children to engage in a broad range of play in all weathers.
- Babies have few opportunities inside to play with toys and resources that support their sensory development.

## What the setting needs to do to improve further

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

- provide further opportunities for babies to experience a wide range of sensory experiences and resources
- develop the outdoor play area so that children can maximise their learning and development by using the equipment and resources to their full extent.

### Inspection activities

- The inspector observed the play environments, the children at play and the staff's interaction with them.
- The inspector discussed practice with the directors and staff.
- The inspector carried out a joint observation with the manager.
- The inspector sampled records and documentation, including children's progress records.
- The inspector spoke to a small number of parents to gain their feedback about the nursery.

### Inspector

Tracy Bartholomew

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy their time at the nursery and make good progress in their learning and development. They have a good range of toys and resources, although babies have few sensory and tactile activities available for them to play with independently. Children's communication and language is very well supported throughout the nursery. For example, older children are encouraged to share their models with others and explain how these work, and younger children enjoy nursery rhymes and lullabies. Children enjoy games for a purpose. For example, toddlers participate in a listening game where they take turns to ring the bell and react to the noise by tapping their feet. This skilfully supports the children's attention, as well as their moving and handling skills. Children throughout the nursery use a good variety of art materials, which promotes their expressive arts and design skills. For example, they explore with paints, dough and sand to make different creations and marks.

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

Children enjoy their time at the nursery and settle well with their key persons. They develop a good sense of belonging as staff display their achievements with pride. In addition, parents contribute written notes containing 'wow' moments, attaching these to the 'celebration tree'. This enhances children's self-esteem. Children benefit from regular fresh air and exercise daily. However, the garden becomes extremely muddy at times, which although popular with some children, makes it hard for others to play. Despite this all children enjoy the inside active play area, which aids their physical development. Staff support children's good health and well-being through effective hygiene practices and healthy, well-balanced snacks and meals. Children eat meals together at the table, which develops their social skills and friendships.

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

The leadership and staffing team have a strong understanding of their roles and responsibilities to safeguard children. This includes the signs and symptoms of abuse and the route for referral. Recruitment procedures are robust with clear induction for new staff and relevant suitability checks. Daily risk assessments are completed prior to children's arrival and then again with the children. This helps children develop a secure awareness of how to protect themselves. The leadership team and staff have successfully reviewed their practice since the last inspection and have a confident understanding of the nursery's strengths and areas for further improvements. Partnerships with other professionals involved in children's care are well-established. This supports continuity and consistency in meeting children's needs.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY462198                       |
| <b>Local authority</b>             | Reading                        |
| <b>Inspection number</b>           | 974632                         |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 8                          |
| <b>Total number of places</b>      | 36                             |
| <b>Number of children on roll</b>  | 104                            |
| <b>Name of provider</b>            | Park Day Nursery (Reading) Ltd |
| <b>Date of previous inspection</b> | 12 February 2014               |
| <b>Telephone number</b>            | 0118 926 8892                  |

Park Day Nursery registered in 2013. It is situated in Reading, Berkshire. The nursery is registered on the Early Years Register. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four. The nursery employs 15 staff of whom 10, including the manager, have appropriate early years qualifications.

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