

Dingley Family and Specialist Early Years Centre - Reading

Community Centre, Kennet Walk, READING, RG1 3GD



Inspection date

23 April 2015

Previous inspection date

21 February 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching and learning is exemplary. Staff plan and provide a wide and interesting range of challenging and stimulating activities, tailor made for the children's individual learning needs. Staff base these on precise and accurate information sharing with parents, and frequent observations and assessment of children's progress and their individual learning needs.
- Highly effective teaching strategies are in place to help children develop their early language and communication skills.
- Staff support children to feel extremely secure and comfortable with routines. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. Extensive and responsive risk assessments ensure children's safety remains paramount.
- Excellent information sharing engages all parents in their children's learning in the setting and at home. Children's individual needs are exceptionally well met through highly effective partnerships between staff, parents and external agencies.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.
- High-quality systems for professional supervisions, peer observations, staff's self-appraisals and daily team discussions ensure that children's needs are consistently met through honest and critical reflection.

What the setting needs to do to improve further

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

- build further on the range of equipment and resources indoors that involve children, so that they are all able to be active in ways that interest them and match their health and individual ability.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records, monitoring records and a range of other documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and professionals spoken to on the day.

Inspector

Melissa Cox

Inspection findings

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

Children throughout the nursery are making exemplary progress in all areas of learning. Staff give utmost priority to providing activities that are interesting and highly individualised to meet children's specific learning needs. Staff support children's communication skills by using clear gestures and, where appropriate, sign language and picture cards. For non-verbal children, staff use props, such as voice recorders at meeting time, so each child can take a turn in singing the hello song. Staff are highly competent at reciting rhymes and singing; children listen and join in with enjoyment. Children are extremely proficient and self-assured in their use of tablet computers. Relationships with parents are exemplary. Staff foster deep and trustful relationships with parents as partners in children's learning. Children are developing essential skills for their future learning.

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

Staff have a comprehensive understanding of each child's unique needs and build extremely warm, caring and trusting relationships with children. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the building. Staff provide an environment rich in resources carefully to meet children's needs. For example, they use interactive white boards extremely well to promote the routine of the day. This supports children's sense of security, as they are clear on what comes next and when they are expected to join in or enjoy free play. Staff use excellent strategies to teach the children how to work together and respect and value each other's differences. Children have access to an extremely well-resourced garden that successfully promotes and enhances their all-round development. Staff are building on the range of resources available inside to further enhance children's enjoyment of active play.

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

Inspirational leadership ensures the setting continually meets the varied needs of all the children who attend. Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. The team shares a vision to provide a cohesive service for the children and their families, therefore, making a positive difference to their lives. The comprehensive review of progress data ensures all children continue to make significant progress with their learning and development. Staff implement a well-written range of policies and procedures; these are regularly updated to reflect changes in legislation or training that staff have accessed. These clearly underpin the staff's practice and promote children's health and well-being extremely well. Staff work cohesively with other agencies caring for the children to set care plans for individual children's health and well-being, and to safeguard children. This provides excellent continuity of care.

Setting details

Unique reference number	EY428241
Local authority	Reading
Inspection number	822766
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	38
Name of provider	Dingley Family and Specialist Early Years Centres
Date of previous inspection	21 February 2012
Telephone number	01183277424

Dingley Family and Specialist Early Years Centre - Reading registered in 1996 and re-registered at the same premises in 2011. The centre is a voluntary organisation with charitable status who provide places for children from birth to five years, who have special educational needs and/or disabilities. It operates from the Kennet Walk Community Building, near to Forbury Retail Park, in the centre of Reading, Berkshire. The centre provides funded early education for two-, three- and four-year olds. Opening hours are during term time only. Sessions are each weekday from 9.15am to 12.15pm and four afternoon sessions operate on Monday, Tuesday, Wednesday and Thursday from 1pm to 2.45pm. There are eleven staff employed to work with the children. All have suitable childcare qualifications and experience of working with children with special educational needs and/or disabilities. The centre employs a number of volunteers and receives support from a variety of specialists and the local authority.

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