

Denefield Nursery

Denefield School, Long Lane, Tilehurst, Reading, RG31 6XY



Inspection date

22 August 2016

Previous inspection date

24 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of the change of person responsible for the nursery, as required.
- The manager's new monitoring systems indicate that not all two-year-old children make good enough progress in all areas of their learning. Staff do not have a clear plan to help children catch up and develop good levels of confidence and communication skills. Children do not all make good progress.
- The provider does not evaluate the provision effectively to identify breaches in requirements and improve the quality of teaching for two-year-old children.

It has the following strengths

- The partnership between the nursery and the host school provides benefits for the children. For example, teachers help staff extend children's experiences of what it is like to attend school with sports days and charity events.
- Staff create exciting learning environments. For instance, children explore, investigate and exercise in the garden, local woods and the outdoor undercover classroom.
- Older children develop positive attitudes towards others and to their learning. Staff ensure children acquire many skills to prepare them for a smooth move to school.
- Partnerships with parents support continuity in children's learning. Parents commend staff for the quality of the information they share and for their sensitive guidance, which helps them to build on their child's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- plan challenging and enjoyable experiences for children aged two years to help them make good progress in all areas of their learning. 20/12/2016

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

- develop ways to help children moving in to the pre-school room to gain the confidence to express their feelings and ideas with the adults and older children
- use self-evaluation effectively to identify breaches in requirements and to make improvements to practice and children's outcomes.

Inspection activities

- The inspector observed care routines and teaching in all areas of the nursery, and the impact of these on children's safety, welfare and learning. She undertook a joint observation with the manager.
- The inspector reviewed a sample of records and procedures relating to safeguarding, risk assessment, health and safety, and discussed these with the manager.
- The inspector looked at children's records, the manager's planning and evaluation of activities, and how information is shared with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector spoke with the provider and the manager about the impact of staff training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has made some improvements to the nursery. For example, she has introduced ways to monitor children's progress to identify their next steps in learning. However, she does not evaluate effectively to identify some weaknesses in teaching for two-year-olds or breaches in requirements, such as notifying Ofsted of a change in leadership. However, the person now responsible for the nursery has completed suitable checks, which helps to ensure children's safety. Safeguarding is effective. The manager uses robust recruitment procedures to check the suitability of staff. She provides staff with a suitable induction, regular support and training. The manager ensures staff are vigilant and know how to report any concerns to protect children's welfare.

Quality of teaching, learning and assessment requires improvement

Recent improvements in how staff monitor children's progress indicate that babies and older children benefit from good-quality teaching and achieve well. However, this is not the same for all two-year-old children. Staff have identified that there are gaps in children's learning but do not have clear plans to ensure these children catch up and make good progress. Generally, staff are enthusiastic, attentive and create a wide range of interesting learning opportunities for children. For example, babies learn to hold, move and create pictures with frozen paint lollies. Staff further children's physical skills imaginatively. For example, they organise well-designed garden areas and help children to master tools, such as spoons, spades, scissors and pincers.

Personal development, behaviour and welfare require improvement

Staff manage most changes in children's lives effectively. For instance, attentive staff soon settle babies into the nursery. Parents commend the staff for their guidance and expertise as they provide continuity in care with potty training and other life events. Experienced staff also prepare children well emotionally and socially for their moves to school. However, not all two-year-olds flourish; some are not making typical levels of progress as they adjust to the pre-school room. Staff observe that children of this group often show more confidence when they are out of the classroom. For example, when they visit farms during lambing and go on adventures to the woodlands.

Outcomes for children require improvement

Although more focus is required to achieve good outcomes for all two-year-olds, children learn a range of skills that prepare them well for school. Children experience the diversity of the natural world, their local community and the school site. They talk with enthusiasm from their first-hand knowledge in, for example, lifecycles, construction works and caring for other people. Children learn to independently hang up their clothes, successfully navigate around the learning environments and respect other children's views and ideas.

Setting details

Unique reference number	EY446177
Local authority	West Berkshire (Newbury)
Inspection number	1059330
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	21
Number of children on roll	22
Name of registered person	Denfield Nursery
Registered person unique reference number	RP531581
Date of previous inspection	24 October 2012
Telephone number	01189 728 970

Denefield Nursery is a registered charity and a subsidiary of Denefield School, which is an Academy Trust. It registered in 2012. It operates from a unit on the site of Denefield School in Tilehurst, Reading. The nursery is open from 7.45am to 6pm on Monday to Friday, all year round except the week between Christmas and the New Year. The nursery receives funding to provide free early education for children aged three and four years. The nursery employs 13 staff. Of these, nine hold an appropriate early years qualification at level 2 or above. The manager holds early years professional status.

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