

Mary Seacole Day Nursery & Family Support Unit

Mapp Community Centre, 22 Mount Pleasant, Reading, Berkshire, RG1 2TD



Inspection date

18 October 2016

Previous inspection date

9 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is a strong focus on developing children's communication and language skills; children with English as an additional language are well supported. Staff talk to the children about what they are doing and give them time to respond when they ask questions. Consequently, all children become confident speakers.
- Parents are very complimentary about the staff, the quality of care and the progress their children are making. Parents are kept well informed about their children's well-being and learning, by staff who 'focus on the detail'.
- Staff know the children well and have very positive relationships with them. As a result, children feel emotionally secure and are ready to learn.
- Children thrive as they become confident, self-assured and develop their independence. For example, older children serve themselves at lunchtimes and younger children learn how to put on their own coats before playing outside. This means children develop the skills they need for starting school.

It is not yet outstanding because:

- Systems to monitor each child's progress from their starting points have not been fully implemented.
- Some frequently used items of equipment are well-worn and, as a result, are not appealing to children.

What the setting needs to do to improve further

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

- develop ways to monitor individual children's learning in order to identify and close any differences in achievement
- review the equipment used by children in order that all resources are in good order.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and took account of their written feedback.
- The inspector looked at a range of documentation, including records of the progress children make, evidence of suitability of staff working in the setting, policies and procedures.

Inspector

Nikki Whinton

Inspection findings

Effectiveness of the leadership and management is good

The manager has a drive and commitment to improving children's lives. She has a clear vision and, understands the setting's strengths and areas for development. The manager nurtures her staff team well. She encourages them to complete targeted training to increase their professional knowledge and to support improvement across the nursery. Recruitment procedures are robust. Safeguarding arrangements are effective. The manager has a clear understanding of her safeguarding role and responsibilities. Management and staff have completed relevant training and know what to do should they have a safeguarding concern about a child or adult. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Staff offer children a wide ranging programme of exciting activities, indoors and outdoors, that promote their development. Parents are encouraged to become involved in the nursery and their child's learning. They are invited to accompany children on outings, such as to the natural history museum. Parents provide information to staff about their child's achievements, before they start in the setting. This helps staff when completing children's initial assessments. Staff and parents regularly share information on children's progress and experiences. For example, staff celebrate children's developing language skills by carefully displaying quotes of what children have said. Parents bring in family photographs as part of 'grandparent's day' celebrations. They share 'wow' moments they have experienced with their child. This helps staff to identify children's progress and to effectively plan for their future learning.

Personal development, behaviour and welfare are good

The premises are secure and warm. Settling-in procedures are tailored to families' needs. This helps to build effective partnerships with parents and carers and means children settle quickly. Children learn about healthy lifestyles. For example, they enjoy a varied menu of freshly prepared, nutritious cooked meals and tempting snacks. They explore a challenging range of resources in the garden. Children learn how to keep themselves healthy, such as by wiping their noses, before hygienically disposing of the tissue. The staff are well deployed to support children's care and learning. They are good role models and are attentive in promoting children's positive behaviour.

Outcomes for children are good

Children develop positive attitudes to learning, which means they are well prepared for starting school. For example, older children find their name cards and self-register on arrival. They lay the table at lunchtime and excitedly identify the foods they eat. Children become enthralled as they use a smart board to count and predict what will happen during a story time re-telling of Goldilocks and the three bears. Younger children enjoy trickling wet sand through their fingers. They decide for themselves what songs to sing with their friends and the attentive staff.

Setting details

Unique reference number	EY297552
Local authority	Reading
Inspection number	1073634
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	38
Name of registered person	Mary Seacole Day Nursery & Family Support Unit Committee
Registered person unique reference number	RP525171
Date of previous inspection	9 December 2014
Telephone number	01189 168418

Mary Seacole Day Nursery and Family Support Unit first registered in 1991 and has been registered in the current premises since 2006. The nursery is open each week day from 8am to 5.45pm for 51 weeks a year. It is in receipt of funding for the provision of free early education for children aged two, three, and four. The nursery currently employs 14 staff who work with the children. The manager holds relevant qualifications at level 6 and Qualified Teacher Status. Eight members of staff hold appropriate early years qualifications at level 3 or above.

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