

Bishopswood Day Nursery Ltd



Horsepond Road, Gallowstree Common, Reading, Berkshire, RG4 9BT

Inspection date	13 April 2017
Previous inspection date	10 March 2014

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:

- Leaders do not obtain all the required information about children in writing, such as those who have parental responsibility for them.
- The quality of teaching is variable throughout the nursery. Some staff lack good-quality teaching skills to engage and support children, and to ensure all children make consistently good progress.
- Self-evaluation processes are not fully robust to identify and target all weaknesses effectively.

It has the following strengths

- Children enjoy the bright, welcoming nursery environment and are proud to see their work celebrated in displays on the walls.
- Partnerships with parents and other settings children attend are positive. Staff ensure they share important information with those involved with children's care and learning to support continuity of care.
- Children's health and well-being are effectively supported. For example, procedures for dealing with illness are thorough and implemented effectively by management, staff and parents.

What the setting needs to do to improve further

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

	Due Date
■ ensure the required information is held about each child, including details of parental responsibility	13/05/2017
■ improve the monitoring of staff practice and provide effective support, coaching and mentoring to ensure weaknesses in teaching are identified and to develop staff's skills and knowledge to enable them to provide consistently good-quality teaching and experiences to children.	13/05/2017

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

- develop further staff's understanding of how to manage older children's behaviour to consistently teach them about the expectations and boundaries
- develop the self-evaluation process to clearly identify all areas for development, to improve the quality of provision for children.

Inspection activities

- The inspectors observed activities and children's involvement in the nursery rooms and outside.
- The inspectors looked at children's development records and discussed these with staff.
- The inspectors took account of the views of parents available on the day of the inspection.
- The inspectors sampled documents, including children's records, evidence of staff suitability checks and qualifications, safeguarding policies and procedures, and the nursery's written self-evaluation.
- The inspectors carried out joint observations with the management team.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. Leaders have reviewed safety procedures. For example, when large groups of children use the garden, they are counted in and out in smaller key groups to avoid miscounting them. Leaders recognise that the current system to monitor staff practice is not fully effective. They lack sufficient knowledge and understanding of all weaknesses in the quality of teaching and provision to enable them to make effective improvements. Appropriate recruitment procedures check staff's suitability and staff are suitably qualified and adequately deployed. Since the last inspection, staff have attended some training and have increased the availability of natural resources to support children to explore their senses. Leaders monitor children's progress suitably and, overall, any gaps in their development are identified and responded to.

Quality of teaching, learning and assessment requires improvement

Some staff do not consistently provide effective interactions to support children's learning and experiences. For example, at times, some staff working with older children do not engage purposefully and miss opportunities to develop discussions or to extend mathematical understanding. However, some staff engage and support children's thinking skills well. For example, they ask children what they would like to do next and support their choices, such as by getting out the musical instruments for the children to enjoy singing and dancing. Staff carry out observations and assessments on children's development suitably and make some appropriate plans for their next steps in learning.

Personal development, behaviour and welfare require improvement

Overall, staff provide suitable praise to children to help support their self-esteem and confidence. However, at times, staff in the pre-school room do not effectively teach children about the expectations and boundaries. For example, they do not provide adequate explanations to help children understand what is expected of them. Sometimes, staff do not recognise why children's behaviour deteriorates, such as when they lose interest in the activities on offer. Children develop an awareness of safety. For example, staff remind them of the risk of climbing on resources inside and outside. Staff operate an adequate key-person approach that helps children build suitable relationships.

Outcomes for children require improvement

Children develop some skills for their next stages of learning. They enjoy creative activities, such as making marks with custard and paint. However, the variable support and interaction from staff limits their overall ongoing progress. At times, children do not show interest in the resources and activities provided and do not engage in purposeful activities or play.

Setting details

Unique reference number	EY273422
Local authority	Oxfordshire
Inspection number	1095845
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	92
Number of children on roll	113
Name of registered person	Bishopswood Day Nursery Limited
Registered person unique reference number	RP906538
Date of previous inspection	10 March 2014
Telephone number	01189 722196

Bishopswood Day Nursery registered 2004. It operates from five rooms in a converted school in Gallowstree Common, between Reading and Henley, on the Berkshire/Oxfordshire border. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. A team of 33 staff are employed, 27 of whom hold an appropriate early years qualification from level 2 to level 4.

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.

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