

# Ambleside Centre

The Ambleside Centre, Ambleside Close, Woodley, Reading, Berkshire, RG5 4JJ



## Inspection date

4 July 2017

Previous inspection date

15 May 2014

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

## Summary of key findings for parents

### This provision is outstanding

- The headteacher is highly qualified and continues to extend and share her knowledge and skills. She is particularly effective in giving individual parents, families, staff and other professionals from the local community opportunities to raise outcomes for the children. For instance, she organises stay-and-play sessions, training and workshops.
- Skilled staff use a range of small-group sessions very effectively to target specific skills and next steps in learning for each child. For example, they use brief key-group sessions to nurture children's self-confidence and relationships. Staff use various language groups to raise children's skills in listening and speaking, while other sessions prepare children for moves to pre-school.
- Staff are highly effective in working in partnership with parents, linked professionals and other local settings. They are extremely good at increasing children's emotional well-being and educational outcomes.
- Children are extremely well prepared for the next stage in their learning at the adjacent or other local pre-schools. Children are self-assured and ready for change.
- Parents say the care children receive is 'phenomenal'. Staff quickly understand children's individual needs and personalities. They value and learn from children's parents and easily share their observations and expertise with parents. Continuity in children's care, welfare and learning is outstanding.

## What the setting needs to do to improve further

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

- refine the arrangements to share information about children's progress with their parents to make the process as efficient as possible.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed the planning and evaluation of activities, and how the staff exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the headteacher.
- The inspector observed care routines and completed a joint observation with the headteacher. Together they discussed how staff training had contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The headteacher quickly engages parents and equips them with any additional knowledge and skills they need to help their children flourish at the nursery. She excels in raising outcomes for children who are vulnerable, including those with delayed language skills. The headteacher consults widely to identify and make improvements to children's care and learning at the nursery. She has ambitious plans to further develop the already excellent assessments and information sharing. However, she does not evaluate how well the sharing of information about children's progress meets parents' expectations. Safeguarding is effective. The headteacher ensures that all staff know how to respond appropriately to any child protection concerns. She checks that staff follow clear policies and daily procedures to keep children safe and healthy.

### Quality of teaching, learning and assessment is outstanding

Staff know and assess the children's interests and skills extremely well. They create diverse learning environments that inspire children's curiosity to explore, experiment and learn. Observant, highly skilled staff catch and expand children's enthusiasm for new subjects. For example, staff build on children's fascination for home-grown, freshly picked cucumbers, which children examine, chop and eat for a snack. Staff show children how to use a computer tablet to research and locate videos of cucumbers growing; from planting seeds to harvesting. Toddlers wonder at the life cycle, link it with their own experiences of planting and take an added interest in choosing healthy foods to eat.

### Personal development, behaviour and welfare are outstanding

Staff place the highest priority on settling children into the nursery at a pace that suits their individual needs. They work exceptionally sensitively with families to understand and adapt care to address their priorities. The headteacher monitors every aspect of children's care and progress personally. For example, she joins home visits and has worked to provide equipment to help keep children safe as families walk to the nursery. Staff have high expectations for children's behaviour and consistently model positive approaches to resolving minor conflicts and interacting kindly with each other. Young children try to work problems out nicely together and begin to form good friendships.

### Outcomes for children are outstanding

All children make excellent progress at the nursery. For example, children who lack confidence grow in self-esteem and children with poor language skills become effective communicators. Children learning to speak more than one language make significant gains. Children who have special educational needs and/or disabilities make rapid progress with a clearly defined and evaluated package of support. Children develop excellent levels of independence as they tidy away, clean up and prepare themselves for new activities. They show respect for their friends and teachers and greet them warmly.

## Setting details

<b>Unique reference number</b>	EY284428
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1068703
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	The Ambleside Centre Governing Body
<b>Registered person unique reference number</b>	RP903588
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	0118 377 6444

The Ambleside Centre registered in 2004. The centre is situated in Woodley, near Reading, Berkshire. The Ambleside Centre includes Pastures nursery which is open each weekday from 8am to 6pm, for 48 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two and three years. There are 12 staff and four apprentices working directly with the children; of these, 10 hold appropriate qualifications at level 3 and above. Three members of staff are qualified at level 6 or 7 and hold qualified teacher status. The centre also employs an administrator and domestic staff.

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