

# Park Day Nursery

8 College Road, Reading, Berkshire, RG6 1QB



## Inspection date

31 July 2017

Previous inspection date

4 February 2015

<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

- Staff plan exceptional experiences for children based on their interests. They make the very most of every opportunity to extend children's learning so that they become motivated and inquisitive learners. Children show a deep love for learning. They make rapid progress and are extremely well prepared for their move to school.
- Staff are extremely effective in teaching children how to manage their own behaviour. They sensitively help children to talk about their feelings and promote an environment that fosters mutual respect and trust. Children show very strong emotional security and develop excellent relationships with staff and each other. Staff manage children's behaviour with exceptional sensitivity.
- The inspirational management team has high expectations and maintains the high levels of achievement for all children. Leadership is forward thinking and the members of the team have a wealth of impressive skills, experience and expert knowledge between them, which is used to excellent effect. Staff are highly reflective of their practice, which contributes towards sustained, ongoing improvement.
- Partnerships with parents are excellent. Staff include parents in their children's learning exceptionally well at every opportunity through a range of innovative ways, including home visits, stay-and-play sessions and family fun days. They actively gather their views, for example, via a joint initiative with a local university, and quickly act on suggestions for improvement.

## What the setting needs to do to improve further

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

- review further the organisation of mealtimes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a number of joint observations of teaching with the manager.
- The inspector held a meeting with the owners and the leadership team.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The owners continually strive to achieve the highest standards for children. They strategically monitor the nursery's provision and work closely with other leaders to make focused and sustained improvements. There is a highly targeted programme of continuous professional development. Training is purposeful and the impact evaluated with great efficiency to ensure that staff use the knowledge gained to continue to provide the very best outcomes for children. For example, recent 'sing and sign' sessions have successfully expanded on the ways staff help young children to communicate their needs. Children's progress is precisely monitored and analysed. Staff very efficiently implement targeted learning plans where they identify progress as less than typical, to close any gaps. Safeguarding is effective. Staff work closely with outside agencies to support families in need of additional support. They are highly vigilant about children's welfare and swiftly take action if they note any concerns. Recruitment and induction procedures are robust. Staff deployment is effective and ensures children's safety. Leaders make excellent use of additional funding to widen children's learning experiences further.

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

Staff are attentive listeners who never miss an opportunity to help children think more deeply or to encourage them to explore and find their own solutions to any problems they encounter. They use innovative ways to engage children, including those at risk of underachieving. For example, children excitedly share how they stroked a 'dragon' during a visit from a reptile handler. They delight in exploring the forest area for bugs and skilfully identify what type of bugs they find using information books. Babies enjoy a wide range of sensory play. Toddlers excitedly splash soapy water in the garden as they work well in partnership with older children to clean toys and equipment in the garden.

### Personal development, behaviour and welfare are outstanding

Staff promote children's safety and welfare to an exceptionally high standard. Children play an active role in assessing risk as they check the outside area is safe before going outside to play. Children learn that their views matter and are acted upon. They feed back their ideas through the children's council. Children have excellent opportunities to learn about others outside their immediate community. For example, they learn how an assistance dog can help people in their homes. Children practise physical skills using a wide range of resources and develop confidence in their own abilities, for example, they balance on logs in the forest area. Staff are considering ways to enhance some of the daily routines, such as lunchtimes, to maximise further on learning opportunities.

### Outcomes for children are outstanding

All children make exceptionally rapid progress in their learning. This includes children who learn English as an additional language and those in receipt of additional funding. Children relish drawing and practising early writing. They adeptly use numbers for counting, comparing and problem solving. Children focus on activities for sustained periods and benefit from limitless opportunities to expand these activities in their own way. They rapidly gain the skills needed for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY462198
<b>Local authority</b>	Reading
<b>Inspection number</b>	1109330
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Park Day Nursery (Reading) Ltd
<b>Registered person unique reference number</b>	RP907735
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	0118 926 8892

Park Day Nursery registered in 2013. It is in Reading, Berkshire. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery school receives funding for two-, three- and four-year-old children. There are 29 staff working with the children. Of these, 19 staff have a level 3 qualification or above, two staff hold qualified teacher status and a further two staff hold early years teacher status. The manager is also a qualified forest school leader, and the deputy holds a postgraduate qualification in early years education.

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