

Hazebrouck Day Nursery and Pre-School



Community Centre, Sheerlands Road, Arborfield, Reading, Berkshire, RG2 9ND

Inspection date	8 August 2017
Previous inspection date	2 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager provides strong leadership based on careful consultation with all those involved with the nursery. Her staff are quick to implement her many enterprising ideas for improvements. For example, rich learning environments entice staff and children to explore a very broad range of play areas, activities and new skills.
- Staff and parents join together to model clear and consistent safety rules to children. For instance, they share celebrations and teach children to use sparklers safely.
- Staff work effectively with parents to make and share reliable assessments of children's starting points, progress and readiness for school.
- Staff thoroughly plan, risk assess and successfully deliver exciting opportunities for children to learn responsibility. For example, children care for a range of pets and keep hens. They understand life cycles and follow rules at the pond and the fire pit.
- Children are curious to explore, question and search reference material to advance their learning. Older children are ready and enthusiastic about moving on to school.

It is not yet outstanding because:

- Some staff do not take full advantage of opportunities in everyday situations to nurture the younger children's thinking and speaking skills to the highest levels.
- Staff do not fully capitalise on their frequent, perceptive observations of young children's achievements to focus sharply on promoting the next steps in their learning.

What the setting needs to do to improve further

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

- target support and mentoring more precisely for staff working with the younger age groups to help raise the quality of teaching to an even higher level, particularly during routine and adult-led activities
- share details of each child's next steps in learning within their room team to enable all staff to focus more sharply on promoting children's individual achievements.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor activities.
- 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 staff's planning and evaluation of activities, and how they 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 leadership team.
- The inspector observed care routines, completed a joint observation with the manager and a second joint observation with a company adviser. 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 good

The relatively new manager is working very fast to raise standards across the nursery. She continues to broaden ways to inform, support and coach her staff team. A recent focus on planning and observations helps staff to devise interesting learning experiences for children. The manager closely monitors each child's progress to identify further improvements to meet individual needs. Safeguarding is effective. The manager implements all areas of safeguarding and welfare diligently, supported by well-informed staff and policies and procedures from the regional office. She checks and provides additional guidance to ensure all members of staff know how to protect children and respond appropriately to any concerns. Junior staff needing more support receive further training.

Quality of teaching, learning and assessment is good

Staff give children plenty of reasons to want to share their amazement and discoveries with other children and adults. For example, they wonder why the carrots they have grown are curly. Staff working with the older children skilfully question if they planted them too close together and suggest they plant more carrot seeds to find out. Staff work very effectively with colleagues with specialist skills, such as forest school safety and foreign language teaching. They also carefully implement guidance from other professionals to ensure they successfully include all children in tasks. Staff respect and develop children's ability to make choices independently and follow their own interests.

Personal development, behaviour and welfare are good

Staff welcome families into the nursery each day, exchange good-quality updates and make a wealth of useful information available to parents. Children soon develop secure attachments and positive relationships with their room staff and with the other children. Staff create cosy rooms where children in each age range can sleep or rest undisturbed at times to suit their individual needs. They work closely with parents to provide consistency in care, such as supporting children's increasing independence in toileting and dressing for different activities. Staff, including the chef, are very attentive, know the children well and carefully meet their individual care needs and family preferences.

Outcomes for children are good

All children make good progress in their learning. This includes children with delayed starts, those who have special educational needs and/or disabilities and those who speak more than one language. Children develop good levels of self-care in time for their moves to school. For instance, older children know the importance of using sun protection and drinking lots of water when playing outdoors. They grow, identify, measure and harvest a wide range of fruits and vegetables and learn to make healthy choices at mealtimes. Children confidently express their views, share imaginative ideas and re-tell favourite stories.

Setting details

Unique reference number	EY263173
Local authority	Wokingham
Inspection number	1070529
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	91
Number of children on roll	58
Name of registered person	Kingsclere Nurseries Limited
Registered person unique reference number	RP900875
Date of previous inspection	2 September 2014
Telephone number	0118 976 2054

Hazebrouck Day Nursery and Pre-School registered in 2003. It operates from the community centre in Arborfield, near Reading in Berkshire. The nursery is open each weekday from 7.30am to 6pm all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 13 staff working directly with the children, seven of whom hold appropriate qualifications at level 3 to level 5. The manager holds a foundation degree in early years. The company also employ a chef, domestic team and grounds workers.

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