

Kingsclere Day Nursery and Pre-School

Forest Road, Wokingham, Berkshire, RG40 5SA



Inspection date

4 April 2018

Previous inspection date

24 August 2015

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's welfare is not consistently supported throughout the setting. Staff in the baby room do not consistently follow appropriate safety procedures to help ensure that babies are not exposed to potential hazards. For example, babies have access to portable electronic appliances, and walk around the room with small plastic spoons in their mouths, which could cause them harm.
- The monitoring of staff's practice is not good enough to identify all weaknesses in staff's knowledge of the setting's policies and procedures.
- Staff do not consistently encourage children to develop their self-care skills well enough. For example, although older children are encouraged to wipe their own noses, staff do not consistently check that they have done this successfully. Therefore, some children walk around with noses and faces that are not clean.

It has the following strengths

- Staff are warm and caring and all children form good bonds with those who care for them.
- The manager monitors children's outcomes effectively. She identifies any gaps in their learning and helps staff to plan additional support to help children catch up quickly.
- Staff work effectively with other professionals and parents to improve outcomes for children. All children, including those who have special educational needs (SEN) and/or disabilities, make good individual progress from their starting points.

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 that staff in the baby room gain a suitable knowledge and understanding of the safety procedures to follow to ensure that babies are not exposed to potential hazards	15/04/2018
■ ensure that staff are suitably trained, monitored and supervised so that they have a good understanding of their key roles and responsibilities.	15/04/2018

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

- identify and support children who may need help to develop their self-care skills.

Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector spoke to staff at appropriate times during the day and asked questions regarding safeguarding children and children's care.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of the staff working in the setting.
- The inspector observed the interaction between the staff and the children and considered the impact this has on their learning.
- The inspector completed a joint observation with the manager and discussed with her how she supervises staff.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have clear processes of how to develop the provision to drive improvement. However, some identified changes, such as gaps in staff practice and knowledge, have not yet been implemented. Safeguarding is effective. Staff have completed relevant training to help them to identify children who may be at risk from harm. They have a good understanding of the procedure to follow if they have concerns about the well-being of a child. Robust recruitment procedures help to ensure that all the staff are suitable to work with children. However, ongoing staff supervision is not robust enough to sufficiently help develop some staff's understanding of the setting's policies and procedures. For example, staff in the baby room do not have a clear understanding of how to check that the environment and resources are suitable and safe.

Quality of teaching, learning and assessment is good

All groups of children make good progress in relation to their starting points. Staff have a good understanding of how children learn and develop. They complete regular observations to help to identify what children can do and plan the next step in their learning. They support children's literacy skills well. For example, they help children to identify different letters of the alphabet. Children confidently name the letters and identify many words beginning with the letter. During everyday activities, staff support children's understanding of counting and using numbers. For instance, as children come in from the garden they count how many children there are. Partnerships with parents are good and staff work well with them. They keep parents well informed of the progress children make and offer suggestions on how they can support learning further home. This helps to provide continuity in the learning between their home and the setting.

Personal development, behaviour and welfare require improvement

Overall, children lead a healthy lifestyle. They enjoy nutritious meals and snacks and have plenty of opportunities for fresh air and exercise. However, staff do not consistently recognise when pre-school children need extra help in completing some independent tasks. Children show high levels of respect and tolerance for others and their behaviour is good. Staff act as positive role models and set clear boundaries for behaviour. They support children well in resolving conflict. For example, when a toddler wants a toy that another child has, they gently explain that he needs to wait and distract him with other activities.

Outcomes for children are good

Children develop the skills that help them to prepare for their future learning, including school. For example, they engage well in self-chosen play, are confident and have good levels of emotional well-being. Children contribute well to discussions and take responsibility for completing small tasks by themselves. Older children demonstrate high levels of confidence. For example, they happily read stories to their friends.

Setting details

Unique reference number	148612
Local authority	Wokingham
Inspection number	1127220
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	34
Number of children on roll	54
Name of registered person	Kingsclere Nurseries Limited
Registered person unique reference number	RP900875
Date of previous inspection	24 August 2015
Telephone number	01344 420546

Kingsclere Day Nursery and Pre-School registered in 1986 and is open each weekday from 8am to 6pm, for 51 weeks of the year. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are currently 10 staff working directly with the children, eight of whom hold relevant qualifications. The setting also employs a cook.

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