

# Pangbourne Day Nursery

Pangbourne Day Nursery, 21d, Reading Road, Reading, Berkshire, RG8 7LR



## Inspection date

11 June 2018

Previous inspection date

9 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders demonstrate a strong commitment to improving outcomes for children. They have worked effectively since the last inspection to ensure all previous actions have been addressed.
- Staff know the children well. They talk confidently about where children are in their learning and what they need to do to support children's continuing development.
- Staff effectively build children's confidence as they settle. They make good use of praise and encouragement. Children play cooperatively and show respect for each other.
- Staff provide children with enjoyable activities to support their language development. They extend children's listening and vocabulary effectively through effective questioning. Children develop good communication and language skills.
- Leaders know the setting's current strengths and ways to improve, and implement effective improvement plans to help raise standards. Parents speak highly of the nursery.

### It is not yet outstanding because:

- Leaders have not explored all ways to engage staff in professional development opportunities that focus more precisely on further developing the quality of teaching to an even higher level.
- Staff do not consistently encourage regular sharing of information between children's key person and their parents, particularly in the older group room.

## What the setting needs to do to improve further

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

- extend the current plans for staff's professional development opportunities to help raise children's attainments to the highest possible level
- strengthen partnerships with parents so that information sharing with parents is more effective, particularly for the older children.

### Inspection activities

- The inspector observed activities in the three main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, leaders have raised the quality of the provision effectively. The manager supports the staff well to understand their roles. Newly implemented systems to check on staff performance are effective. For example, leaders have begun supervisory meetings, which include observations and feedback of teaching practice. Safeguarding is effective. Staff have attended training focused on promoting wider safeguarding issues. This has a positive impact on their ability to understand the procedures to follow should they have a concern about a child's welfare. There are secure recruitment procedures to check the suitability of staff. Leaders monitor children's progress to ensure that any gaps in learning are quickly identified and addressed. Staff work well with relevant agencies, future schools and other professionals to ensure that children receive the support they need. Staff have secure relationships with parents overall.

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

Staff observe and assess children's development well. They plan activities that enthuse and inspire the children and support each child's next steps in their learning. Staff encourage children to be creative and imaginative. For example, older children thoroughly enjoyed listening to stories about pirates and hiding pirate treasure outside so that their friends could find it. Staff extended this activity well to include writing messages in bottles. They encouraged children to write their name on their messages before placing into bottles to help increase their writing skills. Younger children enjoy washing the dolls and taking their babies for a stroll in the buggy. Staff support children's communication skills well. For instance, they speak clearly to younger children, and ask older children questions about their thoughts of being stuck on an island.

### Personal development, behaviour and welfare are good

Staff are very caring towards the children. They find out about the children's needs and follow their individual routines well to support their emotional well-being. Babies enjoy a calm environment where they are engaged and curious, such as to explore various objects in the sand and water. Children show good levels of confidence and independence skills. Children enjoy daily opportunities for fresh air and play outside. Children explore resources to help them learn about different people, their communities and cultures. Staff help children to be aware of the changes and expectations in preparation from moving on from nursery.

### Outcomes for children are good

Children effectively develop the skills that they need in readiness for school. Older children show good levels of concentration and motivation. They use rhyming picture cards to support their understanding of words and their similar sounds, demonstrating their good early literacy skills. Toddlers are sociable, inquisitive and eager to try out new things. Babies enjoy a range of sensory experiences. All children are gaining the key skills to support their future learning.

## Setting details

<b>Unique reference number</b>	EY501155
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1122497
<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 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Daniel Andreassen
<b>Registered person unique reference number</b>	RP901231
<b>Date of previous inspection</b>	9 January 2018
<b>Telephone number</b>	01189841496

Pangbourne Day Nursery is an existing provision that re-registered under its current owner in 2016. The nursery operates from Pangbourne, Berkshire. The nursery receives funding for children aged three years and above. The nursery is open each weekday from 7.30am to 6pm throughout the year, with the exception of one week between Christmas and New Year. There are 11 staff, including a cook and regular volunteer, 10 of whom hold childcare qualifications at level 2 or above.

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