

Woodley Gardens Day Nursery

71 Reading Road, Woodley, Reading, RG5 3AE



Inspection date

2 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 senior management team is very effective in coaching staff, and sharing their skills and high standards to help establish this new nursery. Many parents speak very favourably about the care and teaching staff provide.
- Staff are particularly good at nurturing children's ability to manage small tasks independently. Children quickly gain the confidence to do things for themselves.
- Staff follow clearly documented policies and procedures when they take children on outings. For example, they ensure that they have enough staff, including those with training in first aid, to manage unexpected events. They supervise children carefully and attentively. Babies enjoy exploring the world around them and being in the fresh air.
- Pre-school staff learn about festivals in some depth so that children learn about different faiths, cultures and family customs. They begin to understand and appreciate some of the differences and similarities in the people they meet.
- Outcomes for children are good. Staff help the older children prepare for school through practising skills, such as sharing information with their parents at the end of the day.

It is not yet outstanding because:

- Snacks and meals are healthy and nutritious, although they are not consistently well balanced across the day.
- Some staff do not take full advantage of the opportunities that arise in children's play to develop their understanding of mathematical language and ideas.

What the setting needs to do to improve further

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

- provide even more opportunities for children to develop an understanding of the importance of eating healthy food to support their good health
- make better use of opportunities that arise to develop children's mathematical skills and understanding to even higher levels.

Inspection activities

- The inspector observed, listened to and spoke with children in all parts of the nursery.
- The inspector spoke 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 senior management team.
- The inspector undertook a joint observation with the manager and asked how staff's training, experience and practice improved outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers check that staff are well trained in child protection procedures, and how to raise and act upon any such concerns. Staff follow clear guidance and procedures to help keep children from harm as they play at the nursery and explore the local community. Managers and staff work very well with parents and they often work closely together to find solutions to meet children's individual needs. For example, staff accessed training and shared with parents how they recognise children's behaviour and how they manage different dynamics within the group. Managers routinely evaluate any accidents, injuries or incidents that occur. They undertake further risk assessments, and instigate actions and procedures to prevent possible reoccurrence.

Quality of teaching, learning and assessment is good

Staff are very excited about the new ways they plan activities around children's immediate interests. For example, when children enjoy playing with torchlight and investigate with magnets, staff offer them a week of science experiments. Overall, staff make good observations and carefully target the next steps in children's learning through their interests and play. They ensure that children benefit from plenty of opportunities to practise these and other new skills. For instance, children learn about life cycles as they watch chicks hatch and release the butterflies they have nurtured. Managers monitor the progress children make and successfully build on their strengths and address any delays.

Personal development, behaviour and welfare are good

New babies and toddlers settle in quickly and show that they feel emotionally secure and ready to explore. Staff obtain good information from parents about children's likes, dislikes and achievements when they join the nursery. They work sensitively and effectively with parents when children need more help. Staff develop productive partnerships with other professionals who work with the children. For instance, they follow through guidance from speech and language therapists. Children also practise new physical skills they have learnt in activities, such as sports sessions and dance.

Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning. Babies listen attentively and have a can-do attitude to activities they see older children doing. Toddlers sing with enthusiasm and chat easily around the meal tables. Children who speak English as an additional language and those who attend services, such as speech and language therapy, benefit from continuity of approach and collaborations. Pre-school children are very well prepared emotionally and academically for school. They work well together as a team as well as gaining high levels of self-confidence. Children are curious to explore and reflect on their achievements. When they make errors they have another go and do it better.

Setting details

Unique reference number	EY537451
Local authority	Wokingham
Inspection number	1139723
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	80
Name of registered person	Forbury Gardens Day Nursery Ltd
Registered person unique reference number	RP537450
Date of previous inspection	Not applicable
Telephone number	07769706265

Woodley Gardens Day Nursery registered in 2017. The nursery employs 22 members of childcare staff, this includes a chef and two lunchtime assistants. 15 members of staff hold qualifications in early years care and education at Level 2 or above. Four members of the senior management team hold relevant degrees, two of whom also hold early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

