

# Greyfriars Day Nursery

Greyfriars Centre, 64 Friar Street, READING RG1 1EH



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 15 October 2018 |
| Previous inspection date | 23 July 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Outstanding       | 1        |
| Effectiveness of leadership and management                    |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Inadequate        | 4        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Inadequate        | 4        |

## Summary of key findings for parents

### The provision is inadequate

- The provider does not understand their responsibility to notify Ofsted of significant changes, including the change of the manager. This weakness is also a breach of the Childcare Register.
- Staff do not consistently maintain a record of attendance for all children who attend each day, as required. This breach also relates to the requirements of the Childcare Register.
- The management team has not established an effective system for the supervision of staff, to assist in providing appropriate coaching and training, help to improve their knowledge, understanding and practice, and to raise the quality of teaching to consistently good levels.
- Management does not support staff well to plan and monitor experiences for children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language, to support children to make good progress.
- The required progress check carried out on children between the age of two and three years is not completed. Staff do not involve parents or provide them with sufficient detail of their child's progress in their communication, physical, personal and social development. The lack of recorded information means any potential delays in children's learning are not recognised or swiftly addressed.

### It has the following strengths

- Overall, staff are caring and reassuring. They clearly welcome each child in this friendly nursery. Children behave well, and are happy and settled.
- Staff promote children's physical well-being well. All children have frequent opportunities to be outdoors and benefit from exercise and playing in the fresh air.
- The management team implements robust recruitment procedures. It carries out the required checks for staff to help ensure their ongoing suitability.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|  | Due date   |
|--|------------|
| provide Ofsted with details of the change in manager so that appropriate suitability checks can be carried out   | 26/10/2018 |
| ensure the daily record of attendance contains the names of the children being cared for and their actual hours of attendance  | 02/11/2018 |
| take action to identify weaknesses in teaching and provide staff with regular targeted professional development and supervision opportunities, to ensure children receive effective support and good-quality learning experiences        | 02/11/2018 |
| implement effective arrangements to support children who speak English as an additional language and children who have SEN and/or disabilities that are in line with the Special Educational Needs (SEN) Code of Practice                | 02/11/2018 |
| ensure that the written progress check carried out on children aged two years is completed and that it identifies any early signs of delay and provides parents with a summary of their child's progress in the prime areas of learning. | 02/11/2018 |

### Inspection activities

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

### Inspectors

Anneliese Fox-Jones  
Tracy Bartholomew

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not give sufficient leadership to the staff team. For example, Ofsted has not been provided with the required information about the current manager so that appropriate suitability checks can be carried out. As children arrive in the morning, staff do not maintain accurate records of their attendance. This compromises the children's welfare. Leaders do not make effective use of staff supervision and training to bring about improvements. For example, some staff have not been sufficiently supported by the management team to improve their teaching and practice skills. Staff do not plan the educational programmes effectively, to narrow the gaps in children's learning. In addition, leaders have not ensured that individual groups of children, including those who speak English as an additional language, receive the right support they need to reach expected levels of development for their age. A new manager has been appointed and she is already beginning to identify some areas to improve. However, changes to raise the quality of the provision have not yet been implemented. Nonetheless, staff carry out regular risk assessments to help ensure children's safety. The manager and staff know what action to take should they have any concerns about children's welfare. Parents' views obtained by the inspectors are very positive. They state that their children settle well and enjoy attending the nursery. Some information is available to parents in the form of daily information sheets for younger children and verbal discussions about their child's day. Partnerships with other settings are effective.

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

Despite staff being appropriately qualified, teaching is variable. Children, particularly those receiving funding in the additional pre-school hall, do not experience good-quality teaching to prepare them for the next stage in their development. Not all staff provide challenging or sufficiently interesting activities to engage children and extend their learning. Staff have a weak understanding of how to identify and support children in their development, to help them progress more effectively. At times, staff busy themselves with routine tasks rather than meaningful interactions with children to support their learning. Staff have a limited understanding of the progress check carried out on children aged two years and have missed opportunities to record and share this assessment with parents. This means staff in the toddler room do not plan suitably challenging activities with all young children to support their learning. In addition, staff have failed to urgently address or access support for all children who have SEN and/or disabilities or those learning English as an additional language. This means they have fallen behind and are not making the same level of progress as their peers. This is especially notable in their self-confidence, communication, language and listening skills, which have not been adequately identified or tackled by staff. The support that staff provide for children is inconsistent across the nursery, with some elements of stronger practice emerging in the older age room. Staff in the main pre-school room provide experiences that mostly interest and motivate the children. For example, a small group of children enjoyed a shape recognition activity with a member of staff and used cut-out shapes to create their own train picture. Staff working with the babies effectively support them to get involved and engage in new experiences, such as exploring with shredded paper.

### **Personal development, behaviour and welfare are inadequate**

Weaknesses in leadership and management regarding records and notifying procedures mean that, at times, children's well-being is compromised. Nonetheless, staff support children well to learn how to keep themselves safe. For example, children learn how to climb safely up and down the small climbing frame. Staff respond to children's needs well. For example, they change children's nappies hygienically and meet their personal needs effectively. Staff have worked sufficiently well to develop children's positive behaviour. For example, they remind children of the expectations of behaviour, and children learn to care for each other, share and take turns. Children value praise and learn to respect each other. Children receive healthy and nutritious food and staff respond suitably to children's health, medical and care needs. The key-person approach is well maintained by the staff, and children are at ease and comfortable in their care. For instance, toddlers and babies drift off to sleep peacefully.

### **Outcomes for children are inadequate**

Weaknesses in teaching and assessment have a negative impact on the progress children make. Not all children are well prepared for the next stage in their learning or are consistently motivated to learn. For example, children learning English as an additional language and children who have SEN and/or disabilities do not gain the necessary skills they need for their future learning, particularly in communication and language development. Children do not get the extra help they need to support them to make enough progress from their starting points.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY341447  |
| <b>Local authority</b>                           | Reading   |
| <b>Inspection number</b>                         | 10081110  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             |   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 104   |
| <b>Name of registered person</b>                 | Greyfriars Ministries Ltd   |
| <b>Registered person unique reference number</b> | RP902324  |
| <b>Date of previous inspection</b>               | 23 July 2013  |
| <b>Telephone number</b>                          | 01189 589558  |

Greyfriars Day Nursery is a private organisation affiliated to Greyfriars Church. It registered in 2006. The nursery is situated in Reading town centre. The nursery is open five days a week from 8am to 6pm, all year. The nursery also operates a holiday club for children aged three to eight years. The nursery employs 25 staff who work with the children. Of these, 22 hold appropriate qualifications at level 2 to level 6.

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