

Children's House Day Nursery

Park Lodge, Tilehurst Lane, Binfield, Bracknell, Berkshire RG42 5JL



Inspection date	23 October 2018
Previous inspection date	16 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Managers do not deploy staff effectively. Sometimes key persons are not available to support their key children and temporary staff do not know enough about each child's needs to help provide consistency for them.
- The quality of teaching varies. Not all staff use the information gained from children's assessments to help challenge and extend individual or groups of children's learning effectively. Not all children make as much progress as possible.
- Staff's professional development is not robustly focused on minimising inconsistencies in the quality of teaching to help all children make the best progress possible.
- Managers do not make effective use of self-evaluation and monitoring procedures to help identify all areas of development, to help inform future practice.

It has the following strengths

- Staff support children to learn how to lead a healthy lifestyle. For example, they enjoy playing outside in the fresh air and joining in physical activities.
- Children learn a range of skills and make adequate progress. For example, older children learn about patterns they make, and younger children enjoy singing songs, which help to develop their communication.

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
ensure staff use the information gained from assessments to help prioritise, challenge and extend individual and groups of children's learning	26/11/2018
deploy key persons and temporary staff effectively to help meet each child's care and learning needs.	26/11/2018

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

- ensure staff's teaching is monitored effectively to help raise the quality of teaching, so that all children make the best possible progress
- ensure self-evaluation is used effectively to identify clearly all areas for improvement and raise outcomes for children.

Inspection activities

- The inspectors had a tour of the premises and observed the children taking part in activities, and evaluated the impact on their learning.
- The inspectors sampled a range of documentation, including records of children's learning and staff's suitability checks.
- The inspectors spoke with staff at convenient times during the inspection.
- The inspectors carried out joint observations with the managers.

Inspectors

Claire Boparai

Louise Adams

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Managers and the staff team understand procedures to help take appropriate action in terms of child protection concerns. Staff are vigilant and supervise the children well. They make careful risk assessments of the areas children play and follow robust procedures managing food and drink allergies. This helps to keep all children safe. The managers and staff are developing reflective practice and keen to improve quality. For example, they have recently updated procedures to share information with parents more effectively. Parents comment positively about this and say this has helped them know about changes to the nursery in a timely manner. Staff have some opportunities to extend their professional development. For example, recent research has helped staff develop the garden area and offer opportunities for children's understanding of the world outside. However, this reflective practice does not consistently identify all areas of development to help inform future practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent and systems for the supervision of staff are not fully effective to help raise the quality and consistency of children's learning experiences. Although staff interact with children in a positive manner and provide activities that children can choose from, they do not use the information gathered effectively from assessments to help prioritise individual and groups of children's learning. For example, during a construction activity with blocks, staff miss opportunities to encourage children to think for themselves to help their learning further. Children develop their creativity and physical skills, for example, as staff teach them to use scissors as they design and create pictures to take home. Younger children learn to climb steps to the slide safely.

Personal development, behaviour and welfare require improvement

Staff find out from parents about their child's development and care needs when they first start, which helps them get to know the children. However, key persons are not always available to work with their key children and temporary staff do not know all children's needs. For example, at times children were unsettled as they did not know members of staff, as they change rooms during the day. Nonetheless, the staff are kind and welcoming, and most children settle in well. Staff help children to take care of their personal care needs. For example, they supervise and encourage them to use the bathroom as they manage to wash their hands and faces, and teach them the importance of following good hygiene routines. Staff teach children how to be polite, share and take turns. Overall, children behave well.

Outcomes for children require improvement

Overall, children make adequate progress in their learning from their starting points. They are confident to explore the activities. For example, older children show perseverance as they try to match pictures together and younger children show their listening skills as they enjoy stories with staff. Generally, children learn a range of skills that helps prepare them for future learning, such as school.

Setting details

Unique reference number	EY441763
Local authority	Bracknell Forest
Inspection number	10081731
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	0 - 5
Total number of places	148
Number of children on roll	125
Name of registered person	All About Children Limited
Registered person unique reference number	RP908106
Date of previous inspection	16 November 2016
Telephone number	01344 301277

Children's House Day Nursery re-registered under new ownership in 2012. The nursery is situated in Binfield, Berkshire. It receives funding to provide free early education for children aged two, three and four years. Children can attend for a variety of sessions. The nursery is open five days a week from 7.30am to 6pm, all year. The nursery employs 31 staff who work with the children. Of these, 21 hold a childcare qualification at level 2 or above.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

