

# Berkeley Gardens Day Nursery

72 Berkeley Avenue, READING RG1 6HY



<b>Inspection date</b>	22 February 2019
Previous inspection date	27 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### This provision is good

- Staff build effective partnerships with parents. There are good arrangements in place to share details of children's learning in order to promote continuity. For example, parents regularly meet with staff to discuss their children's progress.
- Children enjoy the time they spend outdoors. Staff make the most of the learning opportunities in the garden, so that children who prefer to play outdoors can access a good range of resources and play materials.
- Staff nurture children's individual needs well and recognise when some children may need quiet time. For instance, when babies wake from their sleep, staff give them a cuddle and allow them time to wake in their own time. This helps babies to feel safe and secure.
- Children successfully develop skills that will help them in their future learning. They demonstrate extremely friendly behaviour and are happy to take turns and share. They engage happily in their play and show confidence from a young age.
- Although staff receive regular training and managers make good use of appraisals to monitor staff performance, the management team's supervision of staff performance does not focus sharply on identifying the weaknesses in teaching and further developing the quality of interactions with children.
- Staff do not always remind children to carry out tasks for themselves, including personal care routines. For example, older children are not always reminded to wipe their noses, to help keep themselves healthy.

## What the setting needs to do to improve further

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

- further develop supervision of staff, to help identify all opportunities to extend children's learning, so that all children make the best possible progress
- continue to support children to develop their independence as they carry out tasks for themselves, including how to manage their personal care routines.

### Inspection activities

- The inspector sampled documentation, including qualifications, children's records and policies.
- The inspector completed a joint observation of an activity with the manager.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed the areas of the nursery used by children.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and managers are committed to their roles and responsibilities. They use many methods to evaluate the provision. For example, they seek the views of parents and staff and complete quality improvement audits to help raise standards to a high level. The arrangements for safeguarding are effective. Staff receive regular training so that they know how to protect children's welfare. They are confident about the action to take if they have any concerns about the safety of a child in their care. Leaders follow safe recruitment and vetting procedures, to ensure that staff working with the children are suitable. The manager regularly monitors the overall progress that different groups of children make. This enables her to identify any gaps in children's learning and support staff in implementing plans to help them catch up. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points.

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

Children interact well with others and concentrate successfully during activities. For instance, they eagerly participate in the role play as they pretend to make mud cakes and share these with their friends. Staff use their good knowledge of the children to plan challenging activities that keep them motivated and help them to learn. For example, as children complete puzzles incorporating animals from around the world, staff teach them the names of animals that are less familiar to them, such as 'jellyfish' and 'manatee'. Children have lots of opportunities to develop early literacy skills. For instance, they enjoy listening to stories and predict what might happen next. Babies delight in interacting with staff to help develop their emerging physical skills, for example when they throw and catch soft blocks, and hold staff's hands as they practise walking.

### Personal development, behaviour and welfare are good

Children show high levels of respect and tolerance for others and are aware of the need to take turns. For example, when children complete an obstacle course in the garden, they understand that they must wait until other children have finished before they take their turn. Staff use positive strategies to manage children's behaviour. For instance, they have clear rules and boundaries and use positive language to reinforce good behaviour. Staff teach children to have an awareness of their own safety. For example, as they use challenging climbing equipment, staff teach them that they must ask for help if needed, to prevent them from falling.

### Outcomes for children are good

Children are keen and active learners who develop valuable skills. Babies are curious and explore resources, for example banging cups together to make sounds. Children develop good physical skills as they negotiate the apparatus in the garden, manoeuvre around obstacles and develop balance and coordination. Older children recognise letters, confidently count and identify numbers, and use the appropriate language for different sizes during their everyday play. During role play, they show high levels of imagination as they recreate their own ideas and thoughts.

## Setting details

<b>Unique reference number</b>	EY425243
<b>Local authority</b>	Reading
<b>Inspection number</b>	10065546
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	S G Dixon & P J Knight Partnership
<b>Registered person unique reference number</b>	RP903559
<b>Date of previous inspection</b>	27 May 2016
<b>Telephone number</b>	01189500116

Berkeley Gardens Day Nursery registered in 2011 and is located in Reading, Berkshire. It is one of five nurseries owned and managed by a privately owned company. The nursery operates from 8am and 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 31 members of staff. Of these, one holds a level 6 qualification, 14 hold early years qualifications at level 3, and five hold qualifications at level 2. The nursery also employs a cook.

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