

# Greyfriars Day Nursery

Greyfriars Centre, 64 Friar Street, READING RG1 1EH



<b>Inspection date</b>	4 April 2019
Previous inspection date	15 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

- There have been extensive developments to the nursery since the last inspection. The newly appointed manager demonstrates a strong commitment to making positive changes. She involves staff and parents and provides a clear direction for further improvements.
- The management team work closely with staff to systematically analyse the progress made by individual and different groups of children. This helps them to identify where further help is required. They make good use of additional funding to help all children achieve well.
- Staff work closely with other professionals to ensure children receive the support they need and achieve their well-planned targets. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make good progress from their starting points.
- Staff are attentive, kind and sensitively help young children understand what is expected of them. Older children are polite, well mannered and listen to others. All children are emotionally secure and behave well.
- Staff provide a safe and welcoming environment where children are valued and respected. Children are confident in their surroundings and form strong attachments to staff.
- Although staff have established effective working relationships with parents, overall, not all staff consistently ensure that all parents are aware of their child's precise next steps in learning to help children make the best possible progress.
- Although the management team provide staff with regular supervision, there are opportunities to enhance the monitoring of staff practice even further so they receive incisive support and guidance to help them raise the quality of their teaching to the highest level.

## What the setting needs to do to improve further

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

- build on the positive relationships with parents even further and consistently ensure they are aware of their child's precise next steps in learning, to help children make the best possible progress
- strengthen systems for monitoring staff performance so that staff receive more incisive support and guidance, to help them raise the quality of teaching to the highest level.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider, managers, children and staff at appropriate times during the inspection.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

The management team have a good understanding of their roles and responsibilities to keep children safe from harm. They notify Ofsted of events as required and follow robust recruitment and induction procedures, to ensure all staff are suitable to work with children. Safeguarding is effective. The management team ensure staff are trained in child protection and regularly check their knowledge is up to date. Staff are clear about the indicators of abuse and what procedures to follow to protect children's welfare. They complete accurate daily records of children, including their name and actual hours of attendance. Staff comment that they are motivated and feel valued. They attend regular training and work as a team to share ideas and improve outcomes for children. For example, staff across the nursery have restructured and made positive changes to the environment, to increase the learning opportunities available to children.

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

Staff competently complete the required progress check for children aged between two and three years and provide parents with a short written summary of their child's development. They regularly observe children's learning and plan effectively, overall, to build on children's interests and skills, to ensure they make good progress. Staff share books with children and encourage them to recite and repeat words. This helps children to recognise print has meaning. They support children to communicate, such as with signs and picture cards. Staff listen to children and follow their lead. For example, older children show good imagination and take food orders from their cafe. Staff extend their thinking skills and ask them to recall what they have ordered. Babies learn how to make sounds, for example with pots and pans. Toddlers explore different materials, such as play dough, to make their own creations.

### Personal development, behaviour and welfare are good

Staff work closely with parents when children first start in the nursery, and as they transfer into new rooms, to help children adapt as well as possible. They give children who are less confident than others the support they need to take part in all activities. Children enjoy time to play, run and explore outside, in all weathers. They have good opportunities to learn about diversity, such as engaging in activities that help them to learn about different cultural backgrounds. Children build on their understanding of different people in the community well and develop mutual respect for others.

### Outcomes for children are good

Children are well prepared for their next stage in learning and their move on to school, including those who speak English as an additional language and those with SEND. Older children competently demonstrate their coordination skills, such as using cutlery to cut up their food, while younger children carefully serve their own meals. Children use mathematical language, such as 'more than' and 'less than' and explore the concepts of weight and measure. All children, including babies, build relationships and develop good social skills.

## Setting details

<b>Unique reference number</b>	EY341447
<b>Local authority</b>	Reading
<b>Inspection number</b>	10082728
<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>	80
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Greyfriars Ministries Ltd
<b>Registered person unique reference number</b>	RP902324
<b>Date of previous inspection</b>	15 October 2018
<b>Telephone number</b>	01189 589558

Greyfriars Day Nursery registered in 2006. It is a private organisation affiliated to Greyfriars Church. The nursery is situated in Reading town centre. The nursery is open five days a week from 8am to 6pm, all year round. The nursery also operates a holiday club for children aged three to eight years. The nursery employs 21 staff who work with the children. Of these, 16 hold appropriate qualifications at level 2 to level 6. The nursery receives funding for free early education for children aged two, three and four years.

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