

# Children's House Day Nursery

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



<b>Inspection date</b>	28 August 2019
Previous inspection date	23 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:	Requires improvement	3
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

- Leaders are ambitious, demonstrate a strong commitment and strive to ensure that children are given the best outcomes. As a result, children are happy and achieve well in this stimulating environment.
- Staff plan challenging activities for children that focus on their interests and what they need to learn next. Children are confident, motivated learners. They make good progress.
- Children benefit from vibrant outdoor learning opportunities. The outdoor area offers a wealth of exciting experiences. For example, children nurture their home-grown fruit and vegetables, and they excitedly climb, dig or explore in the sensory areas and during woodland walks.
- Staff help children to understand what is expected of them. The 'golden values' are consistently followed throughout the nursery. Children behave well. They are encouraged to take good care of the environment, learn to listen and be kind to others. As a result, children feel safe and secure, and demonstrate high levels of confidence and well-being.
- Staff miss opportunities to encourage children whose home language is not English to hear and use their language fully in their play, to represent and value their identity even further.
- Leaders use self-evaluation well to identify areas for development. They are continuing to develop and improve performance management opportunities that aim to raise the quality of teaching to higher levels. However, there are still some areas of staff practice that are not fully addressed to help bring about even more rapid improvement.

## What the setting needs to do to improve further

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

- build on a wider range of performance management opportunities that are sharply focused on raising staff's practice to a higher level
- extend staff's understanding of how to include other languages children speak at home in their play and learning, to help children to build on the different languages they speak alongside English.

### Inspection activities

- This inspection was carried out as part of a risk assessment process.
- The inspectors observed activities in the three main base rooms and garden. They talked to staff about the progress individual children are making.
- The inspectors carried out joint observations with the manager and a room senior 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 inspectors held meetings with the leadership and management team. They 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  
Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

The manager has recently returned to work. In this time, she has been proactive in reflecting and addressing the weaknesses identified at the previous inspection. For example, she ensures that staff are deployed well and the ratio requirements are consistently met. Since the last inspection, leaders have focused well on a range of opportunities for staff to complete additional training. For example, staff have applied what they have learned from recent 'speech and language' training to further support children's early communication skills. Safeguarding is effective. Staff have a clear understanding of how to identify and report any safeguarding concerns. Staff ensure that new risks are swiftly identified and take immediate action to address these. Robust recruitment procedures ensure that only suitable people are employed and their ongoing suitability is regularly checked. Leaders and staff have a strong partnership with parents and other professionals. This promotes continuity in care in supporting children's individual needs.

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

Staff assess and monitor the progress of all children effectively, including different groups of children. This helps them to quickly identify any gaps in children's learning and put plans in place to support those who may need external support. Children successfully develop their understanding of the world. They handle a wide range of natural materials and tools and decide what they would like to do with the unusual parts. Children's curiosity and excitement encourage others to join in the activity. Younger children delight in the opportunities they have to explore water, bubbles and sand to build their sensory experiences.

### Personal development, behaviour and welfare are good

The key-person system is very effective, and children develop secure bonds with staff. Children develop good independence skills and enjoy being given responsibilities. This is demonstrated when they confidently put toys away where they belong and older children enjoy setting the table for lunch. In addition, children explore real food items in the role-play area. This promotes discussion about healthy foods and children's individual preferences. Staff are vigilant when adhering to any allergy requirements, which successfully supports children's specific needs. Children's personal hygiene routines and toileting needs are managed well by staff. Children learn about other people and those who are different from themselves. For example, staff talk to them about people with different abilities and those from different cultural backgrounds.

### Outcomes for children are good

Children gain the skills they need for their future learning and eventual move on to school. They are sociable, independent and eager learners. Older children use numbers, shape and size to solve problems. Younger children receive gentle encouragement as they begin to walk and speak their first words. All children thoroughly enjoy stories and singing songs. Older children engage in lively discussions and demonstrate good listening and attention skills.

## Setting details

<b>Unique reference number</b>	EY441763
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10082989
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	148
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	All About Children Limited
<b>Registered person unique reference number</b>	RP908106
<b>Date of previous inspection</b>	23 October 2018
<b>Telephone number</b>	01344 301277

Children's House Day Nursery re-registered under new ownership in 2012. The nursery is situated in Binfield, Berkshire and is open five days a week from 7.30am to 6pm, all year. It receives funding to provide free early education for children aged three and four years. The nursery employs 25 staff who work with the children. Of these, 14 hold a childcare qualification at level 2 or above.

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