

Inspection of Pine Rivers Kindergarten Ltd

PINE RIVER NURSERY, 5 Western Elms Avenue, Reading, Berkshire RG30 2AL

Inspection date: 8 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy overall at the nursery and separate well from their parents and carers. They enjoy the activities on offer and build good friendships with their peers. However, the quality of teaching is variable and does not provide consistently good education. For example, following the lunch routine, when children are grouped together, play and teaching is not purposeful and lacks guidance. This means children are not highly engaged in learning, conversation or play during these times. Younger children participate in singing and action songs together with staff as lunch arrives. However, during this period, some children sit waiting for a considerable amount of time before their food arrives and they become upset and unsettled.

Children have formed some strong relationships with staff, which is further supported by the effective key-person arrangements throughout the nursery. Staff are kind and plan for their key children's next steps in learning. However, the teaching is not always supportive of this. New children to the setting benefit when staff obtain 'All about me' information from parents, which helps staff to plan and provide activities that the children enjoy.

What does the early years setting do well and what does it need to do better?

- Staff comment that they feel well supported and they have yearly appraisals with the management team. However, the systems to monitor the quality of staff practice are not effective in identifying aspects that require some attention. This results in variable quality of teaching being offered to children across the setting. Staff are suitably deployed within the rooms to ensure children are well supervised.
- The management team have a vision of the curriculum that they intend the children to learn as they move through the nursery. However, not all staff implement this well. For example, when the toddlers and pre-school children join together in play, staff do not actively engage, support or promote learning. Additionally, some staff direct children's explorations by rebuilding train tracks that they have made to make these connect. However, other staff implement the curriculum intentions well. For example, some staff promote communication, listening and understanding purposefully as they engage and ask questions during the play with the tea set.
- Children behave well overall. They are developing suitable friendships and learn the importance of using good manners, such as 'please' and 'thank you'. Generally, incidents that occur between children are managed appropriately by staff. However, on occasions, staff do not always help children to comprehend why some behaviours may not be acceptable, for example when they tell them, 'no' or 'sit down'. This does not help children to develop a deeper understanding

of the boundaries and how to keep themselves safe.

- Children of all ages enjoy playing outside. Children develop their understanding about the world well. For example, staff help them learn how to care for the nursery's tortoise and teach them about the life cycle of a caterpillar.
- Children enjoy freshly prepared meals. Staff sit with the children at these times and engage in conversations about what they have done at nursery and about home events, including what pets they have at home. However, staff do not consistently support children's independence and help them to develop necessary skills for their eventual move to school.
- Parents have positive views about the nursery and state that their children are happy and enjoy coming to the nursery. Staff make good use of daily discussions to inform parents about their child's day and use the online system to share observations, information and accidents as required.
- Staff and parents are able to review relevant documentation and policies. This helps them understand the procedures to follow when at the nursery. Records for keeping children safe are detailed. For example, attendance registers clearly show children's hours of attendance, and accident records are detailed and sufficient to meet the early years foundation stage requirements. All paperwork is stored accordingly, and additional funding is spent appropriately to meet the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are offered suitable online training to help them to understand their safeguarding responsibilities. They are aware of the signs that would raise concerns about a child's well-being or another adult's behaviour. They adhere to clear policies and procedures that protect children's welfare. This includes not allowing adults without suitability checks into the main playrooms to maintain children's safety and privacy. However, not all staff have a secure knowledge of the 'Prevent' duty or of wider safeguarding matters. Effective recruitment and vetting procedures are in place to ensure staff working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide all staff with effective supervision, support, coaching and training, to ensure they fulfil their roles and responsibilities	10/07/2021

ensure staff provide good-quality learning experiences, to improve the support children receive to make good progress in their learning and development.	10/07/2021
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To further improve the quality of the early years provision, the provider should:

- provide more consistent support for children, to help build on their understanding of how to manage their feelings and behaviours
- support staff to develop their understanding of how to help children to manage and build on their independence skills.

Setting details

Unique reference number	EY481683
Local authority	Reading
Inspection number	10195527
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	63
Name of registered person	Pine Rivers Kindergarten Limited
Registered person unique reference number	RP906216
Telephone number	01189598232
Date of previous inspection	13 December 2017

Information about this early years setting

Pine Rivers Kindergarten Ltd registered in 2014. It is located in the west of Reading, Berkshire. It opens five days a week, all year round, apart from bank holidays and a week between Christmas and New Year. Opening times are from 7.30am to 6.30pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 staff. Of these, nine hold appropriate early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspector. The inspector observed activities and children's involvement in the nursery play areas inside and outside.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- A number of parents provided feedback about the nursery through discussions with the inspector. The inspector spoke and interacted with children during the inspection.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments, registers and complaints.
- The inspection was carried out following the risk assessment process.

We carried out this inspection 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.

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