

Inspection of Emmer Green Kindergarten

85 Grove Road, Emmer Green, Reading RG4 8LJ

Inspection date: 28 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and feel safe and secure in the family atmosphere created by the provider. They benefit from meaningful learning experiences and are developing knowledge and skills to help them in their future lives. For example, they recall what carrots need to grow in the nursery garden and develop a keen understanding of nature and the world around them. Children enjoy regular outings in the local community, such as to the local church. Babies are looked after by staff who are caring and nurturing of their individual needs. They happily sleep in cosy pods, being soothed gently by staff who understand when they need to nap. Children enjoy healthy, nutritious food, which is cooked onsite and prepared safely to meet their needs.

Children behave extremely well and are busy, motivated learners. They understand the rules, boundaries and the high expectations of the staff. For example, in the pre-school room, children excitedly tidy up when they hear the specific music being played. Children enjoy playing collaboratively outdoors with their friends. They have fun, sitting and digging in the sand pit with varied one-handed tools. Children demonstrate strong relationships with others. For example, many children use their imagination well, as they sit on a pretend bus, and sing a favourite song enthusiastically.

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

- The provider ensures a well-planned curriculum is offered to all children at the nursery. Staff support children well in their learning and development and successfully build on what children know and can do. They help children make good progress by offering purposeful interaction, alongside clear learning intentions.
- The provider and staff have a good understanding of the uniqueness of each child. They value and promote equality and diversity amongst the staff team and with children. Children who speak English as an additional language and those with specific needs, feel a strong sense of belonging at this inclusive setting.
- Partnership with parents is good. Parent's feedback is positive, with comments about the nursery being a happy and safe place. They talk about staff offering good verbal and written feedback about their child each day. In recent weeks, the provider has re-introduced 'stay and play' sessions for parents, to help them gain an insight into how children learn through play.
- Staff pay good attention to developing children's communication and language skills. They often role model rich and varied vocabulary in play and there is very good emphasis on stories and songs. For example, one-year-olds demonstrate very good understanding, listening and attention skills. During an interactive rhyme time, they choose their favourite pictorial, nursery rhyme spoon, using

single words, such as spider. Babies hold their pictorial nursery rhyme spoon, gaze in awe at the staff and listen attentively as they sing rhymes.

- Children demonstrate strong attitudes to learning and high levels of curiosity. They are frequently seen sharing a book with a friend, sat outdoors in a cosy corner or indoors. Older children notice letters of the alphabet on display and are keen to share what they know. Staff ignite children's interests by their enthusiasm. However, on occasions, staff lack skills to encourage older children to solve simple number problems or to think critically.
- Leadership and management of the nursery is good. The provider single handily navigated the turbulence of the COVID-19 (coronavirus) pandemic, to ensure standards in care and education remain strong. This includes maintaining staff ratios. She has robust systems in place to ensure the newest staff have a clear understanding of their roles and responsibilities. The provider makes sure staff training is regular and tailored to each person's development plan.
- The provider is a self-reflective provider and has an accurate view of her setting, through the close monitoring of staff practice. She has a clear vision and improvement plan for the future of her nursery. However, the space and learning environment in the baby room inhibits babies ability to enjoy varied, large movement activities.

Safeguarding

The arrangements for safeguarding are effective.

All staff are trained to understand their safeguarding and child protection procedures. They show a confident awareness of what to do if they are worried about a child. Staff fully understand the procedure to take if they are concerned about a trusted adult at the setting. The provider has recently improved her recruitment procedures to help ensure the most suitable candidates care for children. The proactive provider makes sure that safeguarding is on the agenda at every staff meeting. This is to make sure everyone is fully up to date with wider safeguarding concerns.

What does the setting need to do to improve?

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

- develop staff teaching skills of how to promote older children's critical thinking and problem-solving skills
- develop and expand the learning environment for babies, to give them greater opportunity to develop their physical skills.

Setting details

Unique reference number	2533703
Local authority	Reading
Inspection number	10208918
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	1 to 4
Total number of places	80
Number of children on roll	85
Name of registered person	Caversham Park Kindergarten Ltd
Registered person unique reference number	RP556893
Telephone number	07527242750
Date of previous inspection	Not applicable

Information about this early years setting

Emmer Green Kindergarten registered in 2019. It is owned by a private individual. The nursery opens from 8am to 6pm five days a week for 49 weeks a year. It receives funding to provide free early education for two-, three- and four-year-old children. There are 23 members of staff who work with the children. The provider holds early years professional status and 14 of her staff are qualified between level 2 and 5 in early years. Six staff are working towards a qualification in early years.

Information about this inspection

Inspector

Lorraine Wardlaw

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Parents gave feedback to the inspector about the nursery.
- The provider and manager completed a learning walk together.
- The inspector carried out a joint observation of a small group activity with the provider.
- Staff spoke to the inspector during the inspection.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the provider about the leadership and management of the setting.
- The provider shared relevant documentation about how she met requirements with the inspector.

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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