

Inspection of Pine Rivers Kindergarten Ltd

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

Inspection date: 14 April 2022

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Since the last inspection, the provider has made some positive changes to the nursery. However, there are still some weaknesses in the quality of education, which does not fully support the different needs of all children.

Parents now enter the setting to drop off their children for their nursery day. This helps to support children's emotional development. Staff are welcoming and friendly. Children form positive relationships with the staff who care for them. Children demonstrate they feel safe and secure at the nursery and they happily wave goodbye to their parents.

Despite the weaknesses in the quality of education, children settle well and have their care needs met by a nurturing staff team. Toddlers seek comfort from familiar adults and enjoy the company of their friends. They sing songs and develop their physical skills, such as when dancing to music, reaching up to catch bubbles or digging in the sandpit outside.

Children are learning how to keep themselves safe, as staff support them to take measured risks. For example, they scale large equipment in the garden, taking care to climb the steps to the top. Staff engage children in imaginative play as they pretend to be a 'troll' under the slide. Older children remember lines from stories they have heard and join in repeated refrains as they 'trip, trap' over the bridge. They show delight when they 'escape' at the bottom of the slide.

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

- While the changes made since the last inspection mean that outcomes for children are improving, there are still weaknesses in the quality of teaching. Staff do not provide precise enough support for children with special educational needs and/or disabilities (SEND). The provider works in partnership with other agencies. However, room leaders and staff do not consistently follow agreed strategies to support children. This reduces the level of progress these children make in their learning and development.
- The manager is not yet confident at planning the curriculum to focus on new skills and knowledge. As a result, the learning and development opportunities available are not effectively sequenced to help children build on the key skills they need to learn next. Although children enjoy the activities on offer, these are not always challenging enough to help children make progress in all areas of their learning.
- Staff in the baby room understand children's levels of development from their starting points and know what children need to learn next. However, staff working with pre-school children focus activities more in response to children's

interests. Staff do not have a clear enough intent of what they want individual children to learn. At times, children remain unmotivated by the activities on offer, which fail to capture their curiosity or spark their creativity successfully.

- Staff support children to be respectful and responsible. Children are enthusiastic to demonstrate their knowledge through discussion about what plants they can feed the nursery tortoise. They show confidence in selecting and offering the dandelion they pick for him. As a result, children learn how to care for living things.
- Staff promote children's independence skills well. They have opportunities to practise changing their slippers and wellies. Staff encourage independence from an early age, as young children successfully feed themselves. Staff praise children for their efforts and achievements. This raises their self-esteem.
- The provider has a caring nature and is aware of the pressures on her staff. She helps them to work as a team and supports their well-being. Staff say that they feel valued and supported by the provider.
- Parents speak highly of the friendly staff in the setting. They say they value the detailed information they receive, both in person and online, about what their children play with and the activities they have experienced during the day. Parents feel included in their children's learning journey.
- Staff support children's emotional development well. Children have formed secure bonds with key staff. For example, they comfort young children and give them cuddles of reassurance when they become distressed. Staff working with the older children offer regular praise and encouragement to boost their confidence. In addition, they give clear rules and expectations for behaviour and encourage children to share and take turns. This contributes positively to the way children behave.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff understand their responsibilities to keep children safe. They demonstrate a sufficient understanding of the signs that indicate a child may be at risk of abuse. All staff know the procedures to report concerns about children's welfare. This includes in the event that an allegation is made against a colleague. Recruitment procedures are robust. This includes the background checks that are made to ensure that staff are suitable to work with children. Routine checks are made in the environment to ensure that it is safe for children to attend. Young children know how to climb the stairs safely. They walk carefully, holding on to the rail. Children understand they must not rush, in order to keep themselves and others safe, when going both up and down the stairs.

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 effective support for children with SEND to help them make good progress in their learning and development	13/05/2022
ensure the intention for the curriculum is understood and consistently delivered by all staff, so that children receive experiences that sequence and extend their individual learning needs to build on prior knowledge	13/05/2022
support staff to plan, present and deliver rich learning experiences for the children which capture and sustain their interests, spark their curiosity and creativity and provide them with suitable challenges.	13/05/2022

Setting details

Unique reference number	EY481683
Local authority	Reading
Inspection number	10198873
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	43
Number of children on roll	35
Name of registered person	Pine Rivers Kindergarten Limited
Registered person unique reference number	RP906216
Telephone number	01189598232
Date of previous inspection	8 June 2021

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 three and four years. There are 11 staff. Of these, nine hold appropriate early years qualifications.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager, staff, children and the nominated individual at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector a sample of relevant documentation on request.

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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