

Inspection of The Lodge At Coley

Coley Park Childrens Centre, St. Marys All Saints C Of E Primary School, Wensley Road, Reading, Berkshire RG1 6DU

Inspection date: 14 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive at nursery eager to enter to find the staff and their friends. They find their name pictures and choose their own pegs to hang their belongings on. Children enjoy playing alongside staff. For example, they enjoy walking over sand, leaves and artificial grass on a large floor tray. They enjoy burying the staff's feet in the sand and patting down the sand with a toy spade.

Children's communication and language are given a high priority. Staff encourage them to build on their communication and vocabulary. For example, during an activity where children make and play with dough, staff talk about how they 'mix', 'scrunch' and 'sprinkle' when making the dough and ask them how it feels. Children receive encouragement to repeat these words back again and tell staff what they are doing.

Children develop a good understanding of healthy lifestyles. They know the importance of washing their hands before eating and how to clean their teeth, and they enjoy playing in the garden and forest school area daily. Children behave well and know what is expected of them. They confidently share the golden rules of 'kind hands' and 'listening ears' with the inspector. Children demonstrate good manners, share and take turns well for their age and stage of development.

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

- The management team demonstrates a strong commitment to making improvements to benefit staff and children alike. Since their last inspection, they have made changes to staff. In addition, management has taken action to improve staff's knowledge around safeguarding children, food hygiene, behaviour management and how they supervise children. In addition, staff supervision structures now include staff well-being and are monitored by higher management to identify areas where staff require additional training or support.
- The deputy manager shares how she and the staff plan the curriculum to support and build on what children know and can already do. This planning is used as a basis to support children's development. However, staff also act on children's interests and the ideas they raise to build and extend their learning. Staff know children well and understand their developmental needs and interests. They complete ongoing assessments of children's achievements and two-year progress checks to share with parents and help support the identification of next steps for learning.
- There are strong partnerships with other agencies in place. Staff have a strong knowledge of the children's individual needs. They work closely with other agencies to support the emerging and identified needs of children. The special educational needs coordinator and staff develop children's individual educational

plans and share them with parents and other professionals. These plans contain the next steps to be implemented to help close gaps in children's learning.

- Children demonstrate good levels of respect for their age. They have built secure bonds with the staff. The key-person system enables staff, children and parents to bond together.
- Partnership with parents is very strong and parents are very positive about their relationships with the staff and the improvements they have seen this term. They receive regular communication about the nursery and their children. However, this information is all shared in English, and several of the parents do not use English as a first language, so this limits their understanding.
- Staff are enthusiastic in their interactions with the children. They engage children in activities and encourage them to explore and experiment. Staff listen to the children throughout the day and build on their interests well. They promote language for describing textures and feelings routinely. However, on inspection, there was less to challenge children's awareness of numbers, counting and mathematical concepts such as 'more' or 'less'.
- Staff consistently promote children's independence skills. Children confidently wipe their noses and put the tissues in the bin afterwards. They confidently serve their own food, pour their own drinks and cut their own fruit.
- Staff encourage children to do messy play and explore with their senses. They explain how this is an important part of children's development and how it builds on their other skills, such as being able to feed themselves, and encourages their exploration and experimentation.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure understanding of safeguarding and the process to follow in the event of a concern for a child's welfare. Management regularly asks staff questions to test out their knowledge. Staff confidently share how they keep children safe and show where they have details readily accessible on display that they can refer to. Staff carry out daily risk assessments to ensure the environment is safe for children to play in. They give children clear instructions to assist them in their understanding of how to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen information-sharing with parents even further, particularly for those who have English as an additional language, so they have a clearer understanding of the nursery's procedures and curriculum offered
- introduce more mathematical language during everyday play and planned activities to challenge children further.

Setting details

Unique reference number	EY563488
Local authority	Reading
Inspection number	10248525
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 2
Total number of places	24
Number of children on roll	12
Name of registered person	Brighter Futures For Children Limited
Registered person unique reference number	RP563486
Telephone number	01189373092
Date of previous inspection	30 June 2022

Information about this early years setting

The Lodge At Coley re-registered in 2018 and is situated in Coley Park Children's Centre, St. Marys All Saints C Of E Primary School. The nursery operates from 9.30am to 2.30pm, Wednesday to Friday, term time only. The provider receives funding to provide free early years education to children aged two years. There are three members of staff, of these one holds a relevant qualification at level 5 and two at level 3.

Information about this inspection

Inspector

Anne Nicholson

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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector discussed how management and staff organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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