

Inspection of Greengables Day Nursery

34-36 Yeovil Road, Owlsmoor, Sandhurst GU47 0TE

Inspection date: 20 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thrive at this nurturing and welcoming nursery. They are happy, confident and eager to get involved in the exciting array of activities and experiences that staff carefully plan for them. Babies and younger children develop warm and trusting bonds with the staff who care for them. Older children demonstrate high levels of confidence and have extremely positive attitudes towards learning. Staff offer children lots of praise and celebrate their individual achievements. Children in the baby room benefit from their personal needs being met exceptionally well by the knowledgeable and caring staff. Babies and toddlers are curious and motivated to explore a wide variety of sensory activities. They have fun investigating different materials, such as sand, ice, play dough and natural materials in their play. Older children test out their own ideas and develop essential skills for future learning. They build strong friendships and play imaginatively and collaboratively. For example, pre-school children deeply engage in play in the role-play home corner, using fresh herbs to make tea for their friends.

Overall, children behave well. They receive support to learn about behavioural expectations, including sharing stories and resources to explore ideas of emotional well-being. Staff encourage the children to resolve conflicts themselves. For example, children can be heard telling others that they have to 'share' and 'be kind' to their friends. This helps children to manage their feelings and behaviours and understand the impact they can have on others.

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

- The manager is dedicated and highly respected by staff and parents alike. She has a thorough understanding of her responsibilities, and continually reflects on all aspects of her provision. Staff receive regular opportunities to discuss their performance and access a broad range of training opportunities that target their learning needs. Staff say they feel respected, valued and proud to work at the nursery.
- Staff use a good range of strategies to support children's language development. They talk with the children, model language, introduce new vocabulary and ask children a range of open-ended questions. Staff differentiate their approach for children who speak English as an additional language, ensuring they repeat words, so that children have every opportunity to hear new vocabulary. However, there are occasions when some staff do not give children enough time to think and respond to questions. At these times, children do not receive the best possible support to develop their ideas and recall what they already know.
- Children are truly respected as unique individuals. For example, staff ask young children if they can change their nappies, respecting their answer and balancing this successfully with ensuring children's needs are met. Staff value the views of

children through the 'pre-school council'. This allows children to express their ideas to contribute towards positive changes in the setting.

- Staff provide numerous experiences for children to develop their physical skills. For example, pre-school children independently create models at the woodworking station. They safely and skilfully use real tools, as they hammer nails into foam bricks to bring their ideas to life. Staff offer support and safety reminders but also allow children to take the lead.
- The special educational needs coordinator works effectively to support staff working with children who require additional support. Staff work collaboratively with other professionals involved in children's care, in particular children with special educational needs and/or disabilities. As a result, children achieve good outcomes, which helps them to prepare well for their future learning and skills.
- The staff team promote children's independence skills successfully. They encourage children to 'have a go', giving them plenty of time to succeed before stepping in to help. Children are learning beneficial self-help skills. For example, young children use the accessible self-care area, where they wipe their own noses while looking in a mirror and use antibacterial gel independently.
- Partnerships with parents are well established and highly effective in supporting children's learning at home. Parents receive regular updates about children's daily activities and their key achievements. Parents value the innovative ways to support their children during the COVID-19 pandemic. They speak highly of the nursery, the care that their children receive and the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, have a good awareness of their roles and responsibilities in protecting children. Staff access a wealth of targeted training that helps to develop a broad knowledge of safeguarding matters. They have frequent opportunities to discuss child protection issues and aspects of safeguarding, such as extremist views. Staff fully understand their duty to report any concerns that may arise about the conduct of another member of staff. Robust recruitment arrangements help to ensure that staff are suitable to carry out their roles and remain suitable. Staff share regular safeguarding information with families, such as how to keep children safe online.

What does the setting need to do to improve?

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

- offer even greater support for individual staff, to ensure that they give children enough time to think and respond to the questions they ask, in order to build on children's communication and language skills even further.

Setting details

Unique reference number	EY408258
Local authority	Bracknell Forest
Inspection number	10262951
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	89
Number of children on roll	148
Name of registered person	Childbase Partnership Limited
Registered person unique reference number	RP900830
Telephone number	01344 780070
Date of previous inspection	11 April 2017

Information about this early years setting

Greengables Day Nursery registered in 2010 and is managed by Childbase Partnership Limited. It is situated in Sandhurst, Berkshire. The nursery operates each weekday from 7.30am until 6.30pm, for 52 weeks of the year. There are 47 staff who work with the children. Of these, 29 staff hold appropriate early years qualifications at level 2 or above, including one member of staff with a level 6 qualification, one who holds early years professional status and one member of staff with qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and have taken that into account in her evaluation of the setting.
- The manager and room leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took account of their views.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector spoke with the leaders of the setting and discussed how the setting is organised.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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