

# Inspection of Green Park Day Nursery

200 South Oak Way, Lime Square, Green Park, Reading RG2 6UQ

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Inspection date: 9 January 2023

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

All children flourish at nursery. They benefit enormously from a curriculum that is delivered by enthusiastic and dedicated staff. This curriculum has a strong focus on children's emotional well-being, building attachments, independence, confidence and awareness of feelings. It fully supports the ways in which all children are ready for the next stages of their learning. Children demonstrate that they are incredibly willing and motivated to learn. They have extremely warm bonds with the staff who care for them. Children clearly show they are exceptionally happy and that they feel safe and secure during their time at nursery.

Children are particularly respectful to each other, the staff and their environment. They fully understand the high expectations that staff have for them. All children are very willing to learn, and they are provided with rich experiences and purposeful staff interactions throughout the day. For example, young children design their own rockets from recycled materials and cardboard tubes. They work collaboratively together to build their structures. They confidently use terms, such as 'tall' and 'big' and understand concepts, such as 'stretch'. Young children quickly solve problems together. They work out that to make their rocket even bigger, they need to move it from the table to the floor to enable them to reach the top.

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

- Leadership is strong. The confident and very capable manager leads her team extremely well and has an exemplary vision for future improvement. This includes continuing with the highly effective professional development in place for staff. Staff consistently speak of excellent levels of support for their own well-being, and of the high quality opportunities to enhance their practice and skills. This includes opportunities for mentoring new staff and to attend meaningful professional development in relation to babies; this helped staff focus on the environment to ensure the youngest children receive the best start to their learning.
- Staff have a clear and precise understanding of the curriculum and plan for children's learning consistently well. They have an excellent knowledge and understanding of children's interests and purposefully interact to build on what children already know and understand. For example, as older children test out their ideas making ramps for their cars, they consider the speed and direction the cars travel. Children measure distances using a 12-inch ruler and realise they need a tape measure as the distance is too far. Staff facilitate and extend this learning by helping children design road maps. Consequently, children share ideas about safe road crossing. They know the red light means 'stop', and that the safest way to cross could be the zebra crossing.
- All children benefit from rich and meaningful learning opportunities, which help

them acquire and use language and develop a love of books. For example, babies and younger children confidently show they can use and understand sign language when communicating. They build on this learning through their key word and sign of the week. Young children show they have the abilities to become fluent readers in the future as they sustain high levels of concentration during story time. For instance, children give a clear and concise account of their understanding of 'The Gruffalo' story.

- Staff are exceptionally proficient in helping children gain knowledge across all areas of learning. There are highly effective strategies help children with possible or identified special educational needs and/or disabilities (SEND) to reach their potential.
- Older children demonstrate positive attitudes in all they do. They are eager to try, and confident to ask for help saying, 'help please' if they need it. Children persevere even if they are faced with challenges. For instance, during a woodwork session, they are very keen to explain the need to wear safety goggles as they are using real tools. Children listen attentively and know to use 'little taps' of the hammer as they hit the nail. Staff help children to solve the problem when they realise their nail is 'bendy'. With deep concentration, children resolve the need to hold the hammer closer.
- Highly successful practice helps children to feel unique and develop their characters. For instance, 'rolling' mealtimes work well. Children can choose when to eat and who to sit with. They are encouraged to take responsibility to serve themselves, choose their portion size and clear away after. Children confidently wipe their faces, checking in the mirror to do this proficiently.
- Parents state positively that settling in and transitions are smooth, staff are highly supportive and information for home learning and routines is valuable. They add that their children are growing in confidence and independence, are fascinated with books and stories and very sociable. Parents of children with SEND demonstrate their gratitude to the dedicated staff that support them.
- Partnerships are extremely positive. For example, a successful parent forum has enabled parents to share with children their cultural experiences. This helps children understand and have respect for different types of people, families and communities. For instance, parents have shared stories and festival celebrations with children, including making bangles for Diwali. Others have provided a range of cultural dressing-up clothes, and have taught cultural dance.

## Safeguarding

The arrangements for safeguarding are effective.

Robust safer recruitment, induction, support and supervision mean staff are extremely suitable for their roles. Leaders are particularly well-equipped and confident to deal with any safeguarding concerns that may arise. They ensure that staff maintain their knowledge and understanding of all aspects of safeguarding matters. Staff know their families exceptionally well. They fully understand how to make timely referrals if they are concerned about a child in their care.

## Setting details

<b>Unique reference number</b>	EY290826
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10207523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	105
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	0118 9313115
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

Green Park Day Nursery is one of 45 nurseries run by Childbase Ltd. It registered under the current ownership in 2004. The nursery is situated in Green Park, in Berkshire. The nursery is open each weekday, from 7.30am to 6.30pm, all year round, except for Bank holidays. The nursery receives funding for the provision of free early years education for children aged two, three and four years. There are 53 staff in total. Of the 44 staff working directly with children, the manager and four other staff hold qualifications at level 6. Of the remaining staff, 20 hold qualifications at level 3.

## Information about this inspection

**Inspector**  
Aileen Finan

## 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 provider and has taken this into account in the evaluation of the setting.
- A learning walk was completed by the inspector, the manager and the area manager. The inspector was introduced to senior staff and discussions took place about how staff embed the curriculum.
- The inspector observed staff interactions with children across all age group areas and outdoors. Two joint observations took place. Discussions followed with the manager and area manager to explain how staff are supported in their roles.
- The inspector spoke with staff and children. She met with the senior management team, including the special educational needs coordinator.
- Meetings were held with parents either face-to-face or by telephone. Written feedback from parents was provided for 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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