

Inspection of Holme Park Day Nursery

Holme Park Farm Lane, Sonning, Reading, Berkshire RG4 6ST

Inspection date:

13 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Staff do not effectively plan a curriculum that provides challenge based on what the children already know and can do. Children have a positive attitude to learning and willingly take part in daily routines and activities. They enjoy familiar stories and songs. Staff ask questions of the children when reading. At times, these are asked in quick succession and children do not have the time they need to respond. Staff model language and use repetition for younger children. However, they do not consistently support children, particularly children with special educational needs and/or disabilities (SEND), to develop language skills to communicate their wants and needs. The new manager has clear aims of the provision she wants to offer children with SEND. These plans are in the very early stages.

Children form positive relationships with staff. They are warmly welcomed by staff as they separate from their parents. Babies have strong attachments to staff and are happy and settled. Children behave well and some children begin to build good relationships with their peers. However, staff do not always offer experiences for children who need support in building relationships and interactions with others. As a result, some children do not develop the social skills required to play and engage with their peers.

Children enjoy developing their physical skills in the garden. Staff encourage them to balance and climb on a range of equipment. Children show delight in making marks and join in well with craft activities, both inside and outside.

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

- The newly appointed manager is taking positive steps to review practice and implement an ambitious curriculum for the children. However, this is not yet reflected in planning to support all children to make good progress.
- The leadership team is beginning to implement change to assess staff skills and knowledge. However, this is not established enough to ensure that all staff have the skills and knowledge they need to support children to build on what they know and can do.
- Children behave well. They demonstrate consistent levels of respect for their peers and staff. Staff support and guide children to resolve minor issues, and children are quick to return to play cooperatively with their friends.
- Staff in the baby room support babies to effectively develop their physical skills. Babies begin to develop balance and coordination skills. Staff offer a helping hand, and a well-planned room provides opportunities for children to pull themselves up and cruise around the furniture.
- The curriculum intent is not consistently understood and implemented by all

staff. Some activities lack purpose and staff do not review children's progress frequently to assess learning.

- Key persons provide a great level of care for the children although they are less effective at supporting their learning. Some staff do not know the age and stage of the children well enough to offer support and challenge to build on what children need to learn next.
- Not all children are supported to build the skills required to be prepared and ready for the transition to school. For example, staff do not have clear action plans in place for some of the children with SEND to support them to develop their communication skills effectively.
- Staff promote children's healthy lifestyles well. Children benefit from nutritious meals that are reflective of their dietary needs. Staff ensure that children are kept safe during mealtimes. Children develop independence in their self-care skills, such as learning to use cutlery.
- Parents speak highly of the care their children receive. They talk positively of the relationships staff build with children. They comment on the respect given to routines from home as children transition into the nursery.
- The manager and leaders have created a culture of safeguarding that ensure staff know and understand their role and responsibilities to keep children safe.
- Staff are happy, feel valued and well supported in their training towards qualifications. The manager meets with staff to review their health and well-being and is starting to observe practice and areas for development. However, this is not fully effective and targeted to support the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the whistle-blowing policy and how to raise concerns regarding conduct or allegations against staff. They know who to refer concerns to and how to escalate these. They have a good understanding of their roles and responsibilities to safeguard children. Staff understand the importance of early identification of children at risk. They can identify signs and indicators of abuse and procedures to follow to report concerns. They demonstrate their understanding of the 'Prevent' duty. Staff ensure risk assessments are completed daily, accidents are recorded in a timely manner and children are monitored closely to ensure that they are safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement a well-planned curriculum that focuses on supporting all children, in particular children with SEND, to develop their communication and language skills	11/05/2023
improve arrangements to monitor staff to identify the training and coaching they need to improve practice	11/05/2023
develop an effective key-person system that supports the staff to identify and address the individual learning and development needs of children.	11/05/2023

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

- allow children enough time to receive information and formulate responses to questions asked.

Setting details

Unique reference number	EY339360
Local authority	Wokingham
Inspection number	10280371
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	56
Number of children on roll	35
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01189 695545
Date of previous inspection	17 August 2017

Information about this early years setting

Holme Park Day Nursery registered in 2006 and is located in Sonning, Berkshire. The nursery is open every weekday from 7.30am until 6.30pm, all year round, except for public holidays and the week between Christmas and New Year. There are 13 members of childcare staff. Of these, one holds qualified teacher status and seven hold appropriate early years qualifications at level 3. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The inspector spoke to parents during the inspection and took account of their written views.
- The manager and inspector completed a learning walk together and discussed the curriculum.
- The manager and inspector carried out a joint observation together to observe the quality of education.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector tracked the experiences of children during their day at nursery.
- The inspector reviewed relevant documentation that demonstrated the suitability of staff.

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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