

Inspection of Norcot Early Years Centre

82 Lyndhurst Road, Tilehurst, Reading, Berkshire RG30 6UB

Inspection date: 24 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 arrive happy and excited for their day. They separate well from parents and even the young babies settle quickly. Children are greeted warmly by staff who know their individual needs well. Children confidently explore the areas of the setting and choose from a range of activities, both indoors and outdoors. Children build strong bonds with the staff and with other children and feel safe and secure.

The managers and staff have high expectations of children's learning. All children, including those with special educational needs and/or disabilities (SEND) and those with English as an additional language, make good progress in their learning and development. Children enjoy their learning and explore the environment excitedly. Children make good progress in their preparation for their next stage of learning, including their move on to school.

Staff are good role models. They give children clear instructions and children understand what is expected of them. Children of all ages are kind to one another and, with some support from staff, resolve minor conflicts between themselves. Staff support children's understanding of the routine through singing. For example, children happily march and sing as they go to the bathroom to wash their hands.

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

- Leaders and managers create a caring environment for children, staff and parents. Staff have effective supervisions which support their personal well-being and career development. Regular training opportunities ensure that staff continue to develop their professional knowledge and further improve their practice. Staff report that they feel supported and valued by managers.
- Staff plan a curriculum that builds on what children already know and can do. They use effective assessment to plan for children's next steps. However, some staff are less confident in supporting children's learning. For example, at times, they do not challenge children's thinking or encourage problem solving.
- Children's physical development is supported well. Staff give them opportunities to be physically active throughout the day. Children happily explore the outdoor area, which has been designed to support different areas of development. Children excitedly call their friends to join them while climbing, using the slide or playing group games. Babies use equipment to support walking, and older children enjoy attending the on-site forest-school area.
- Staff support communication and language well. They encourage children to listen to each other's views and learn about their differences. Staff use different methods to communicate with children. For example, they use simple sign language and picture prompts to support children with their communication.
- Children show a love of books. Staff read enthusiastically to children and include

them in storytelling. For example, toddlers listen intently to staff as they read stories, and answer questions about how the characters in the story might be feeling. Children enjoy visits to the on-site library. Older children show an interest in exploring books and begin to learn about letter sounds.

- Staff encourage children to eat well. For example, children plant and water seeds for rainbow carrots in the garden. Children are excited to watch them grow and once grown, will use these in one of their weekly cooking activities. Children discuss healthy and unhealthy foods and enjoy learning about oral hygiene by brushing toy teeth using toothbrushes.
- Children's independence is supported well. For example, at lunchtime, children help to set tables and self-serve dinner. From a very young age, children learn to wash and dry their hands independently.
- Children's behaviour is very good. Staff ensure that children have consistent routines and understand what is expected of them. Staff engage children in group activities, helping to build their attention and focus. For example, babies enjoy an animated singing session with staff. They excitedly clap and react happily to the songs being sung.
- Managers and staff recognise children's individual needs. They adapt approaches to ensure that children, including those with SEND, have their needs met and make good progress. For example, staff organise sensory areas to support children when they feel overwhelmed. Staff work with parents to understand children's needs and ensure consistency.
- Parents praise the managers and staff for the support they receive. Staff work with other agencies to ensure that families get the support they need in the quickest time possible. Parents enjoy the regular updates about their children's day, and appreciate the staff's guidance on how they can support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a clear understanding of their roles and responsibilities in safeguarding. Staff receive up-to-date training and discuss safeguarding issues in regular staff meetings. This supports them to have a secure understanding of safeguarding procedures. They know what to do if they have concerns about a child or adult's welfare, and recognise signs that a child is at possible risk of harm or abuse. Staff recognise potential risk indoors, in the garden and when on outings.

What does the setting need to do to improve?

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

- strengthen staff's skills in challenging children's thinking and providing opportunities for them to solve problems.

Setting details

Unique reference number	EY257099
Local authority	Reading
Inspection number	10281339
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	50
Number of children on roll	81
Name of registered person	Norcot Early Years Centre Governing Body
Registered person unique reference number	RP902323
Telephone number	01189 015577
Date of previous inspection	12 November 2018

Information about this early years setting

Norcot Early Years Centre re-registered in 2004. The nursery is located in Tilehurst, Berkshire. The nursery is open from 8am to 6pm, from Monday to Friday, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two and three years. There are 19 members of staff working at the nursery. Of these, two hold qualified teacher status and 14 staff hold appropriate early years qualifications at level 2 or 3.

Information about this inspection

Inspector

Nicky Butler

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 that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager showed the inspector documentation to demonstrate 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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