

Inspection of Berkeley Gardens Day Nursery

72 Berkeley Avenue, READING RG1 6HY

Inspection date: 17 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and show excitement and confidence, ready to find their friends. Staff welcome families with a kind, nurturing manner. They talk with parents and exchange information. This helps ensure that children have the support they need at nursery. Children are happy and show they feel secure. This is because of the strong bonds staff build with children and their family. Parents leave happy knowing that their children are safe and their needs are being met.

Staff provide a range of learning experiences that build on what children already know and can do. They use assessment well to plan activities based on children's interests. Children enjoy the broad curriculum the nursery has to offer. They develop strong independence skills. This prepares them effectively for each stage of their learning and development.

Staff provide a variety of opportunities for children to develop their physical skills. They strengthen their hand muscles as they manipulate dough. They learn to use one-handed tools as they become proficient in using cutlery. Children learn the importance of healthy lifestyles. They enjoy the healthy and nutritious meals provided. Staff support children learn the importance of exercise and rest.

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

- Staff create an environment with a clear focus on what they want children to learn while they are at the nursery. They choose resources successfully to meet children's needs. This supports children to focus and engage well in learning. They show delight as they explore and play.
- Children are ready for the next stage of education. Staff plan and support children for each transition. Staff equip children with the skills they need as they move through the nursery. Children successfully manage and express their own needs and interests. They are becoming skilled at managing personal hygiene practices.
- Staff introduce mathematical concepts appropriate to the age and stage of the children. This promotes children's understanding of mathematics.
- Children make good progress. They show what they know, understand, and can do. Staff engage children in conversation about their feelings and emotions. Children begin to identify why they feel the way they do and what they can do to feel better. For example, children say they are happy because they have their socks on today. However, at times staff do not allow children time to respond and share their thoughts during conversations, to consistently extend their language skills.
- Children are beginning to manage their own feelings and behaviour. Staff do set some expectations, but these are not consistent and shared across the team. As

a result, children lose focus and begin to fidget. This can cause small squabbles with friends.

- The curriculum and care practices promote and support children's personal development. Children are gaining a good understanding of what makes them unique. For example, children explore making their own faces with dough. They talk about differences and similarities in eye colour, skin tone and hair.
- Staff teach children how to keep safe when taking appropriate risks. For example, children enjoy climbing and balancing on equipment in the garden. As a result, children are confident and resilient. They are developing their independence skills effectively.
- A well-established key person system helps children form secure attachments. This promotes their well-being. Children are happy and settled. Young children enjoy caring and nurturing cuddles and interactions from staff.
- Parents comment positively on the nursery and the staff team. Staff provide parents with detailed verbal feedback at the end of each day. Parents feel their children are safe and happy at nursery. They know what their children are learning and how they can support this at home. Children are making good progress.
- Children are physically active in their play. They show good control and coordination in both large and small movements. Children enjoy a football coach coming. They learn ball games, ball control and coordination. Children focus and engage when listening to instructions and requests from staff.
- The manager has a clear ambition for the nursery. She shares this with the staff team through regular supervisions and observations. This supports their professional development, as she coaches and supports staff in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of a wide range of safeguarding matters. They are aware of the signs and indicators that might mean a child may be at risk of harm or abuse. They understand the safeguarding policies and procedures, including the whistle-blowing policy. They know the importance of making timely referrals to ensure children are kept safe and receive the help they need at the earliest opportunity. Staff know who to report concerns to and how to escalate these. Risk assessments are completed daily to ensure the premises and resources are safe and fit for purpose.

What does the setting need to do to improve?

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

- strengthen staff interactions to consistently support children's communication and language development.

- implement a more consistent approach to encouraging good behaviour during key transition times

Setting details

Unique reference number	EY425243
Local authority	Reading
Inspection number	10312492
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	98
Number of children on roll	129
Name of registered person	S G Dixon & P J Knight Partnership
Registered person unique reference number	RP903559
Telephone number	01189500116
Date of previous inspection	22 February 2019

Information about this early years setting

Berkeley Gardens Day Nursery registered in 2011 and is located in Reading, Berkshire. It is one of five nurseries owned and managed by a privately owned company. The nursery operates from 8am and 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 36 members of staff. Of these, one holds a level 6 qualification, 16 hold early years qualifications at level 3, and five hold qualifications at level 2. The nursery also employs a cook.

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with 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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