

Inspection of Surestart Whitley Nursery

South Reading Youth & Community Centre, 252-260 Northumberland Avenue,
Reading, Berkshire RG2 7QA

Inspection date: 13 February 2025

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

Leaders have a very good understanding of the needs of children who attend and their families. They implement an effective curriculum based on the skills children need to gain over time. There is a strong focus on promoting children's communication and language, social and physical skills. Staff have a secure understanding of the curriculum learning intentions along with their key children and other children's learning needs. This helps them to meet all children's needs well, including those with special educational needs and/or disabilities (SEND). Overall, staff's practice and support for children is effective.

Staff provide interesting activities that engage children securely in learning. For example, babies had fun exploring sensory materials. Staff enhance children's self-chosen play. For instance, toddlers went outside to find leaves to give to their dinosaurs to eat. This helped to build on their imaginative play.

Staff promote strong relationships between adults and children. Flexible settling-in processes support new children and their parents well. Staff sensitively support new children. They help children to build their confidence very well. Children become friendly and sociable with each other and adults. Staff guide children's behaviour securely from a young age with clear expectations. For example, staff working with babies gently explain about being kind and gentle with others. Pre-school children take part in small group activities, which help to promote positive relationships with others.

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

- Leaders have an effective oversight of the provision. They use ongoing reflection to help improve the quality of the nursery. Leaders support staff securely. They review staff's individual practice regularly and promote ongoing professional development. Senior staff provide a good role model to other staff, such as modelling high-quality teaching during interactive story times. These approaches build on staff's skills and knowledge well. Occasionally, staff do not organise themselves as effectively as possible. For example, staff sometimes gather together to agree their responsibilities or do not fully consider what other staff are doing before carrying out a task. At times, this reduces the overall effective support and engagement for children.
- Children's SEND needs are known and understood effectively. Staff implement individual education plans to help children progress. They consider how to meet children's additional needs effectively. This includes using visual communication cards to help develop children's understanding and providing resources that meet their individual learning needs. Additional funding for children and families is well considered. For instance, staff have created a sensory den to provide a

calming area for children. They have organised home learning packs, which include books and craft materials to help parents promote children's learning at home.

- Staff promote children's independence well. For example, babies learn to feed themselves and older children serve their own food and use the toilet by themselves. Staff guide children's understanding about how to do things. For example, pre-school children have photographs displayed which show them how to put their coats on. Sometimes, staff do not manage daily routines as well as possible. This leads to some children wandering around or waiting, such as by the door to go outside. At times, this means some children are not engaged well in play and learning.
- Staff provide children with plenty of praise and encouragement to support their sense of achievement. They encourage children to keep trying at new skills, such as when toddlers are learning to pedal a bike. Leaders take positive action to seek guidance from other professionals, including to help them identify ways to address children's more challenging behaviours. This helps to implement new approaches across the staff team to consistently guide children and promote positive behaviours.
- Leaders and staff form strong partnerships and communication with parents and other professionals. These help to meet children's needs consistently. Staff regularly ask parents for information about their children's individual needs. This helps staff to continually build on their knowledge and understanding of children's home experiences and parents' wishes. Parents receive regular feedback, both in person and through an online app. Parents speak very positively about the nursery. They comment that the staff are welcoming and keep them updated. They highlight that their children enjoy attending and benefit from varied learning experiences to promote their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's organisational skills to help them to focus more effectively on their engagement and support for children
- build on the staff's management of routine changes, to help them further support children's interest in their play and learning.

Setting details

Unique reference number	EY563489
Local authority	Reading
Inspection number	10383035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	102
Name of registered person	Brighter Futures For Children Limited
Registered person unique reference number	RP563486
Telephone number	01189373922
Date of previous inspection	13 July 2022

Information about this early years setting

Surestart Whitley Nursery re-registered in 2018. It is located in the Whitley area of Reading, Berkshire. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. There are 23 staff employed to care for children. Of these 20 hold recognised early years qualifications between level 2 and level 6. The provider offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted and chatted to the inspector during the inspection.
- 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 inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a small-group activity and evaluated the quality of this.
- Parents shared feedback about the nursery with the inspector.
- The inspector spoke to staff about their work at appropriate times during the inspection.
- The inspector and managers held a meeting together to discuss the leadership and management of the nursery.
- A sample of documentation was reviewed as part of the inspection process, including evidence of staff's suitability to work with children.

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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