



Forbury Gardens Day Nursery

Inspection report for early years provision

Unique Reference Number	EY221119
Inspection date	14 December 2006
Inspector	Margaret Moffat
Setting Address	Abbots Walk, Reading, Berkshire, RG1 3HW
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Registered person	Forbury Gardens Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Forbury Gardens Day Nursery opened in 1991 and operates from St James Church premises in Reading town centre. A maximum of 95 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. Children have access to a secure enclosed outdoor play area.

There are currently 104 children aged from three months to under five years on roll. Of these, 32 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work in the town centre. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 29 members of staff. Of these, 20 hold appropriate early years qualifications and 9 are working towards a qualification. This nursery also employs an office and building services manager and a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where they learn the importance of good personal hygiene through well-organised routines. Many of the older children automatically wash their hands after visiting the toilet and understand why they need to. Staff act as good role models and offer a good level of support to younger children who need assistance in completing personal tasks. They talk to the children as they wipe their hands before snack time informing them what they are doing and they show sensitivity and patience when dealing with the children who are being potty trained. This helps children's confidence and self-esteem. All staff hold first aid certificates and this means they can give appropriate care when dealing with an accident. They are clear about the procedures to follow when recording accidents and administration of medication. Parents are kept informed and countersign all required paperwork. Occasionally records of medication administered to children are not always maintained for future reference.

Children enjoy a range of activities that contributes to their health and develop their physical skills. They have daily opportunities to access the outside area allowing them to expend their energy and have plenty of fresh air. Children have good spatial awareness; they negotiate small spaces, avoid collisions on bikes, and build with blocks. They participate enthusiastically in music and movement sessions and access a good range of tools and equipment to develop their fine motor skills such as scissors and play dough tools.

Children learn about healthy living through discussions and topics planned by the staff, for example, ourselves. The children have been involved in making a healthy eating poster, painting and labelling pictures of their favourite fruits and vegetables and this is displayed at their level. This is further developed through the healthy snacks and meals provided and appropriate related discussion about the foods we eat. Children's individual dietary needs are discussed with parents, recorded and adhered to at all times. Staff working with younger children follow their individual feeding routines ensuring milk and meals are prepared according to the children's individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a warm, welcoming and well-organised environment where they can play freely and safely. Children arrive at the nursery happy and most leave their main carer with ease. Staff are aware of those children who require assistance in entering the nursery and offer excellent support to help them settle. For example, they comfort the child and ask them if they would like to wave to their parents from the window, they then engage them in one of the activities on offer and spend time with them until they have settled. Children have access to an extensive range of toys and equipment that are of good quality and safe. This includes

everyday household items in junk modelling and treasure baskets, which support enjoyable activities, stimulate and challenge the children. Areas are set out prior to the arrival of the children, with a range of toys and resources appropriate to the ages and stages of the children in the each particular area. Children develop good independence skills as they choose from the range available and older children have further opportunities during the sessions to select what they would like to play with. Daily routines are followed and include times for active and quiet play and resting.

The nursery has excellent systems in place for ensuring the safety of the children and the premises at all times. There is a designated health and safety officer and staff are fully aware of their responsibility to minimise the risks of accidental injury to the children through daily risk assessments and safety checks. Security systems are very effective, they ensure children cannot leave the premises unsupervised and there can be no unauthorised access to the children. There are clear procedures to ensure only authorised people collect the children. For example, passwords and photographs are used for extra protection. Children are developing a very good awareness of how to keep themselves safe within the nursery environment. Gentle reminders from staff and discussion help re-iterate this on a daily basis. They are very aware of the nursery rules for example no running indoors and the procedure for going outside, walking down the stairs, holding on to handrail and trying to stay quiet as the babies may be sleeping. They have regular opportunities to practice the emergency evacuation procedure and on outings staff discuss road safety with them.

Children are well-protected and safeguarded from harm because staff have an excellent understanding of child protection issues and their role in protecting the children. They are fully aware of the signs and symptoms to look out for and the procedures to follow if they have concerns about a child in their care. Staff discuss and record existing injuries with parents who countersign completed paperwork. This further ensures the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled within the nursery and receive good support from staff. Staff plan the day well and ensure children have good opportunities to be active, enjoy fresh air and rest according to their individual needs. Staff have a good understanding of the Birth to three matters framework and use this effectively to plan activities for the younger children. They observe the children regularly during their play and use the notes to update children's individual developmental records. Staff actively engage with children in their play helping them to become competent learners. For example, whilst playing with musical instruments with a group of younger children, staff show children different instruments and how they work, making them shake, ring, bang. Children reach out for the instruments and a staff member hands them over, they copy what staff member had been doing and when all children have an instrument the staff member announces 'we are making music'. Staff respond to sounds and gestures babies and young children make and consequently children are becoming skilful and confident communicators. During a singing session when the staff announce the title of the song children begin to do the actions for example, putting hands on head and pretending they are ears for 'Little Peter Rabbit' and rocking from side to side and holding each others hands for 'Row,

Row, Row the boat'. Children actively take part in animal picture card game, staff member holds up the cards and asks children 'what is it '. Children make good attempts to name the animal and some make the animal noise. Staff re-iterate the names of animals and children copy, children and staff have fun and laugh together as they make animals sounds such as 'oink oink' and 'he haw'.

The quality of teaching and learning is outstanding. Children are progressing extremely well, supported by staff who have a very good knowledge of the early learning goals and stepping stones. Staff observe children during free and focused activities and use their notes to assess children's achievements. This helps to identify children's stage of learning and allows staff to plan the next steps. Staff know the children well and use strategies to support individuals. For example, when a child shows staff her picture the staff member is aware the child likes to copy her name from a nameplate or underneath as the staff member writes it. Staff create a stimulating environment where children's work is beautifully displayed and labelled. This shows children's work is valued and gives them a sense of belonging. The maths and writing areas within the room are very well resourced giving children the opportunity to use numerous resources to extend their knowledge and skills in these areas. For example scales, number line, abacus, dominoes in maths corner and selection of writing materials such as diaries, notebooks, folders with paper and implements in the writing corner.

Children confidently express themselves at large group time. They tell the other children their news from the weekend and effective questioning from staff encourages children to develop their thinking skills and elaborate on their stories. They talk about forth coming events with excitement and inform visitors they are going to the pantomime tomorrow to see Aladdin and they are having a Christmas party the next day. Children enjoy books and listen avidly to stories. They join in and relate well-known stories by looking at the pictures, when encouraged by staff. They make suggestions about why things are happening in the pictures. For example, they say the mice are in the socks to keep them warm, another child suggests they could be hibernating. Staff extend children's learning as they give them good explanations about the author and title of the book at the beginning of the story. Children use mathematical language in everyday situations and are confident in their use of numbers. Many can count up to ten and beyond and use simple calculation, for example, when they line up to come in from the outside area and at snack time. Children are confident in using information technology. They have access to a wide range of age appropriate computer programmes and show familiarity and expertise with the computer and mouse. Children enjoy music and movement sessions and join in enthusiastically listening to the instructions and doing the actions. Children express themselves creatively in a variety of ways. They act out their own scenarios when playing with ponies and their keepers and playing on the car mat with the cars. They confidently use scissors to cut out trees for their Christmas card and show delight when staff praise and encourage their efforts in decorating and sticking their tree and writing their names inside.

Helping children make a positive contribution

The provision is outstanding.

Children are valued as individuals and treated with respect helping them to feel secure and good about themselves. Staff know the children very well and excellent relationships are evident

throughout the nursery. For example, as staff and children move throughout the nursery they acknowledge each other and chat about home life and how they are. Children participate in activities that promote awareness of other cultures and traditions and they access a very good range of equipment, which promotes positive images of diversity in the wider world. Children feel a sense of belonging as they see their artwork displayed attractively around the nursery. They become aware of the wider society through topics, outings in the local community and visitors to the setting. This includes parents who come into the nursery talking about their particular culture or occupation. There are effective arrangements and procedures in place to support children with learning difficulties and for children with English as an additional language. Children's spiritual, moral social and cultural development is fostered.

Children's behaviour is exemplary. They receive encouraging praise and recognition for their positive behaviour and efforts, which develops their self-esteem and understanding of right from wrong. Good routines in all areas ensure children are occupied throughout their time in the nursery. Younger children help tidy up when instructed by staff and are beginning to play alongside each other, sharing and taking turns. Older children work well together at activities for example, when waiting for a turn on the computer, they are aware to write their names on the list and use the timer if many children are waiting. Children develop good relationships with each other and talk about coming to nursery to play with their friends.

Partnership with parents is outstanding. Parents receive good information about Birth to three matters and the Foundation Stage and there are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. Staff actively seek parent's involvement in the nursery and with children's learning at home. For example, parents are encouraged to bring items from home related to the topic or letter of the week and help children write about the dog when it goes home for the weekend. Children benefit greatly from this effective communication, which contributes, to their confidence and overall wellbeing. Parents report they are aware their children are progressing well and are extremely happy in the nursery environment.

Organisation

The organisation is good.

Children benefit from the well-organised environment where staff are deployed effectively ensuring they receive excellent support to reach their full potential. They access a very good range of toys and resources, which ensures they are occupied and maintain their interests during the nursery day. Children are confident, secure and settle well in the setting. Staff are very aware of the nursery policies and procedures and they are confident in their individual roles. Almost all required documentation is in place and maintained appropriately. A comprehensive operational plan is in place and all policies and procedures are readily available for parents in the entrance hall. They also receive a copy of many of these when their child first joins the nursery. This contributes to continuity of care for the children.

Leadership and management are outstanding. The nursery is led and managed by the manager and deputy who are good role models and support staff well. Recruitment, induction and appraisal procedures ensure there is a good team of qualified and dedicated staff who work well together for the benefit of the children and the nursery. Staff have many opportunities

for professional development and are actively encouraged to extend their knowledge and learning through regular training and assessment. Staff have a good understanding of the Foundation Stage. They fully support children's learning and development within the nursery as they evaluate activities and record children's individual achievements. Evaluations are also used to plan future activities and identify children's next steps in learning. The management team and staff play an effective role in the monitoring and evaluation of the nursery education and are committed to continuous improvement and development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the nursery were asked to improve the evaluations of activities to inform future planning for older and more able children and provide opportunities for children to extend their learning. Staff evaluate activities and complete regular observations of the children. They use this system effectively to ensure children are making progress and their individual learning is extended according to their needs. They were also asked to ensure parents were happy with the way that their child moves through the nursery and that children are able to cope with the moves. Staff liaise closely with the parents with regard to all aspects of their children's care and ensure the children have opportunities to visit their new area and get to know the staff before the move takes place.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve systems for recording medication administered to children to ensure they are available for future reference.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk