

# Forbury Gardens Day Nursery

Inspection report for early years provision

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**Unique reference number** EY221119  
**Inspection date** 25/11/2009  
**Inspector** Sheena Bankier

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Forbury Gardens Day Nursery opened in 1991 and operates from St James Church premises in Reading town centre. It is privately owned and operated. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 95 children under eight may attend the nursery at any one time. The nursery is open each weekday from 8am to 5.45pm all year round with the exception of bank holidays. Children have access to a secure enclosed outdoor play area.

There are currently 126 children on roll in the early years age group. Children come from a wide area, as most of their parents travel in to work in the town centre. The nursery currently supports a number of children with special educational needs and/or disabilities and is able to support children who speak English as an additional language.

The nursery employs 31 members of staff who work directly with the children. Of these, 21 hold appropriate early years qualifications and 11 staff are currently working towards attaining or furthering their qualifications. The nursery also employs additional staff that includes an office and building services manager, domestic assistant and a cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish at the nursery through the very successful key person approach. As a result, children's care and learning experiences are of an exceptionally high quality. Ongoing monitoring and evaluation ensures optimum continuous improvement. Rigorous and thorough procedures substantially ensure children's welfare, safety and good health. Excellent engagement with parents effectively involves them in all aspects of the nursery. Cohesive partnerships with other professionals actively promote continuity for children's care and learning needs.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring all staff working with children have a good understanding of individual children's backgrounds, for example, religion and culture.

## The effectiveness of leadership and management of the early years provision

Staff demonstrate a significant understanding of their responsibilities to safeguard children. Staff demonstrate an extensive knowledge of potential signs and

symptoms of abuse and the procedures to follow in the event of concerns. Staff undertake training in safeguarding and senior staff attend more advanced training in this area. The thorough induction process ensures staff understand the nursery policy and procedure very well. This effectively safeguards children's welfare. Well thought out risk assessments cover the premises and situations that may arise, for example, potential emergencies. These provide comprehensive procedures in the event of emergencies arising and protect the children's well-being and welfare as a result.

Excellent use of evaluation includes the opinions of staff, children and parents. This enables the nursery to clearly reflect and review its practice and service. The managers encourage excellent childcare practice and constantly monitor and evaluate standards of care and learning. Staff attend regular training. Staff are dedicated to ensuring they can meet children's individual needs and undertake specific training to provide for children's individual medical care and to use specialist equipment. This significantly promotes inclusive practice. Proactive use of information from training enables other staff to extend their knowledge and understanding. This drives continuous improvement as the staff are committed to ongoing improvement. Staff are exceptionally well focused on the needs of the children. They demonstrate commitment and professionalism in their work with the children and parents. The key person approach is highly successful. Staff build excellent relationships with their key children. Key persons have an extensive understanding of their key children's individual needs. Other staff who also work with the children do not always have a fully comprehensive understanding of individuals, such as, their cultural background.

Parents receive and have access to exceptional information about the nursery. Information is accessible online and within the nursery. The nursery provides parents with copies of the main policies and procedures. Staff very warmly welcome children and parents as they arrive. Staff spend quality time exchanging information about the needs of the children for the day and gaining parents' wishes regarding their children's care. This leads to effective continuity in children's care. Open mornings and evenings offer parents opportunities to see what their children do and to speak to staff about their children's progress. The nursery actively welcomes parents to share their knowledge and skills with the nursery, for example, about festival and religious events they celebrate. Excellent transition arrangements in place fully support children and parents as children move rooms within the nursery and leave to start school. Staff work extremely closely with parents and other professionals who regularly visit children at the nursery. This results in purposeful partnerships and significant consistency in meeting children's needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are very happy and settled in the nursery. There are consistent daily routines for children and babies follow their own patterns regarding sleeping and feed times. Key persons provide their key person's care needs, such as, changing nappies or feeding babies. This significantly supports and develops a secure bond

between key person and children. Children receive plenty of individual care and attention as there is a high ratio of staff, for example, enjoying a quiet time reading a story and having a cuddle. Staff are very warm and caring. They provide extremely good interaction with children. This means children are very secure and at ease with staff.

Positive behaviour management strategies fully promote children's good behaviour. Staff manage children's behaviour calmly and consistently. Staff treat children equally and fairly. They are very good role models to the children, encouraging good manners and respect for others. Children learn to take care of their environment and increase their understanding of responsibility, such as, using child size tools to sweep up. Staff recognise children's efforts and achievements exceptionally well. Children receive purposeful praise and encouragement, for example, delightful verbal praise, sticker rewards and staff using animated body language. As a result, children's self-esteem and confidence thrives.

The bright, child-centred, inviting rooms ensure children develop a strong sense of belonging. Children's photographs and artwork are beautifully on display in all the rooms. This values the contribution the children make to their nursery. Children's self-esteem and confidence receives excellent support through the display of 'wow' and 'special events' photographs and information. This enables children to share events in their lives, such as, new siblings, holidays, progress in development, festival or religious celebrations. Children benefit from having photographs of their parents and siblings at the nursery. They enjoy taking their picture to staff to chat about their families. As a result, the nursery is highly active in involving and valuing families.

Children make independent choices from the range of toys and activities on offer. Children are confident and have high levels of interest. This means they are motivated and can initiate their own play and learning. The nursery has a wide range of resources in and out of doors. This ensures children benefit from an extensive range of play experiences and activities. Staff plan exceptionally well for individual children's progress. This includes the use of day-to-day observations and ongoing written observations. They regularly summarise children's progress and share information with parents, who are fully encouraged to contribute to the records. The children's 'learning and development stories' reflect a clear picture of children's very good progress.

Practical and focused activities led by staff increase children's excellent understanding of numeracy. This enables children to make connections between counting and the written number. The children in the older rooms speak and use their language skills confidently. Children use their emergent writing skills for a purpose, for example, in the Swan's room children make labels for displays. Children explore different materials and textures, such as dough, sand and shredded paper. This enables children to use tools with increasing control and dexterity. Children learn about the use of information and communication technology (ICT), for example, the very young children recognise to put a phone near their ear and play with old keyboards. The older children use resources, such as, remote control cars and a computer, independently.

Highly nutritious and well balanced home cooked meals support children in understanding the importance of a healthy lifestyle. In the older age rooms, baskets of fruit, water to drink and tissues and wipes enable children to recognise and be independent in their needs. Children develop very good understanding of good personal hygiene through discussions and routines, for example, using tissues and hand washing. Children demonstrate they understand the importance of behaving safely, such as, walking down the stairs to go outdoors. Children benefit from fresh air and physical activity and challenge their physical skills through fully using the outdoor areas and equipment. A range of equipment and resources enable children to initiate and very securely underpin all the areas of learning whilst outdoors, for example, numbered car spaces and mark making experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met