



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY221119

DfES Number: 518717

INSPECTION DETAILS

Inspection Date 20/10/2003
Inspector Name Claudia Padfield

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Forbury Gardens Day Nursery
Setting Address Abbots Walk
Reading
Berkshire
RG1 3HW

REGISTERED PROVIDER DETAILS

Name The partnership of Forbury Gardens Day Nursery

ORGANISATION DETAILS

Name Forbury Gardens Day Nursery
Address Abbots Walk
Reading
Berkshire
RG1 3HW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Forbury Gardens Day Nursery is situated in the heart of Reading town. The building forms part of St. James Church premises.

The building over looks the attractively kept Forbury Gardens and the children's play area is protected by mature trees. The building is close to the train and bus stations and a number of large companies.

The nursery opened in September 1991. The building is on two floors with the youngest children downstairs. The Nursery is open all year round and staff work the whole of the nursery day. Hours of opening are 08:00am to 18:00pm.

The group are in receipt of funding for three and four year olds. Children are able to attend a flexible number of sessions to fit in with the working patterns of parents.

How good is the Day Care?

Forbury Gardens Day Nursery offers good quality care for the children that attend. All areas of the nursery are well organised and good deployment of staff effectively promotes the children's care and learning. Staff have good policies and procedures to follow and the management ensures these are consistently applied. All documentation is correctly completed and in place.

Staff understand the need to protect children and are aware of procedures if concerns arise. Health and safety are a high priority for staff, who lead the children by example. Children enjoy the sense of independence in personal care, such as bathroom routines and the setting of the table for lunch. The group carry out regular checks on the physical premises to minimize risks to children. The meals are healthy and nutritious giving children a variety of food from around the world. Individual children's needs are respected and attended to although some children become unsettled by their progression through the various age related nursery stages and room changes.

Children enjoy learning and develop well in all areas. Staff provide an interesting variety of activities that children are eager to participate in. There are regular opportunities for both indoor and outdoor play. Children confidently approach staff for comfort and support. The children's needs and wishes are met by attentive staff. Staff have effective strategies in place to manage children's behaviour. The children's behaviour is very good.

Partnership with parents and carers is good, they receive regular well written newsletters and clearly set out information on noticeboards. Staff, who all work the whole nursery day, provide regular verbal feedback to parents and carers, this ensures a good levels of contact. The nursery has regular parents evenings to discuss children's progress in full.

What has improved since the last inspection?

N/A

What is being done well?

- The comprehensive induction procedures, operational plan, keyworker system and staff being present all day provide the ability for good care of the children.
- The staff have good relationships with the children and effectively support the children's learning. Regular observations and planning leads to good links with parents and carers.
- Children develop a sense of confidence and security in their surroundings. Their independence in personal care and hygiene is fostered and children relate well to staff and peers.
- Children are provided with a good range of nutritious meals and snacks in line with their individual requirements. These are recorded and made available to staff. Children are able to have flexible routines to match routines established at home.
- The older children enjoy completing tasks such as laying the table for lunch with place settings and flowers. Taking great pride in making it look attractive.
- Staff keep detailed records which they share effectively with parents, through daily verbal feedback and more formal parents evenings.

What needs to be improved?

- the system for progressing children through the Nursery.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Forbury Gardens Day Nursery is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Children are making very good progress in personal, social, and emotional development and communication language and literacy and generally good progress in all other areas of learning.

The quality of teaching is generally good. Teaching has a good impact on the children's learning. The children's behaviour is very good. Children are interested and engaged in conversation with each other and adults, this encourages the children to listen and think for themselves. Staff have a secure working knowledge of the Foundation Stage and children enjoy learning through a variety of well planned, interesting activities. Resources are of good quality and are used well to support children's learning. The curriculum is well planned covering all areas of learning. Staff continue to develop evaluation systems to assess the learning and how to move the children's learning forward through the stepping stones towards the early learning goals, although planning does not always detail how to extend activities to challenge the older and more able children.

Effective systems are in place to support children with special needs. Children and parents receive good levels of support.

The leadership and management of the Nursery is very good. Effective team work and a successful management team provide a commitment to ensuring a high standard of care and education. The Nursery assess and review the effectiveness of their practise and use this to inform future planning.

Partnership with parents is generally good. Parents are given good information, which is updated regularly. The notice boards and newsletters keep parents well informed. A daily exchange of information and an effective keyworker system ensures parents are able to share information about their child progress.

What is being done well?

- Leadership and management of the setting is very good. Effective team work ensures staff are focused on the job in hand.
- Strong leadership provides staff with effective support and guidance.
- Children are interested in the planned activities and are confident to talk about their own feeling and family experiences. They are able to share news and ideas with in the group.
- Children's personal social and emotional development is very good children are confident interested and enjoy working independently. They share toys

and play with a regard for other children in the group.

What needs to be improved?

- the evaluations of activities to inform the planning to ensure the older and more able children move on to the next stage of learning.
- opportunities for the older and more able children to extend their learning.

What has improved since the last inspection?

The Nursery has made generally good progress since the last inspection. Children now have many opportunities to learn to write and sound letter names. The group room is a print rich environment. Children's work is valued. They write the labels attached to their work.

Staff enable children to see, use and practise letter names and sounds in every day activities.

Planning provides a sound starting points to base activities.

The staff are not always aware of how to provide fresh challenges to more able children within the group. Staff need to use evaluations of children's progress to successfully plan for further challenges

Staff provide practical opps for children to experience addition and subtraction.

Children enjoy and participate in simple addition and subtraction during day to day routines. Children's assessments highlight the levels that children have achieved. Staff are developing how the planning can be used to set suitable challenges to move children forward.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children's progress in this area is very good and they have positive attitudes to learning. The children are confident and express themselves well, approaching staff for help and attention. Relationships are very good. Children think about others and help each other within the group. Children take pride in the daily routine and set the table for lunch, working cooperatively to achieve a task.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently engaging in conversation with staff and peers. Children's contributions are valued by staff. Many children recognise and are beginning to write their own name. Staff reinforce and extend learning opportunities. Children have a growing sense that print conveys meaning and see their written work is valued through labelling of the wall displays.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff plan a range of activities to promote understanding of size, shape and position. Children enjoy practical activities such as laying the table and register time to consolidate skills they have acquired. Children count in many situations and many reliably count up to and over 10. They count children in the group and sort into categories using a variety of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about events in their lives and show a growing awareness of differing cultures and traditions. Children learn about the natural world and discuss changes in the environment and themselves. Children retell recently events and express an interest to go for a mini beast/ nature walk again. The children are keen to practice their computer skills and use the computer with confidence.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in their physical development. They show good control with co-ordination both indoor and outside. Staff make effective use of equipment to extend and challenge the children's physical development. Children are able to successfully catch and throw balls and use bikes and scooters with ease.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this areas. They enjoy and respond to opportunities to express their ideas through a range of activities such as role play, music and singing. Children experience a wide range of creative resources, which enable them to develop skills. Staff value and display children's creative work with thought and pride.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the evaluation of activities to ensure planning shows adjustments to provide challenge for the older and more able children;
- provide more opportunities for the older and more able children to extend their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.