

# Pine Rivers Kindergarten Limited

5 Western Elms Avenue, Reading, Berkshire, RG30 2AL

<b>Inspection date</b>	05/12/2013
Previous inspection date	13/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and engage well in their learning.
- Children benefit from a stimulating environment indoors and outside and opportunities to explore in all seven areas of learning.
- Children and staff have warm relationships and children are well behaved.
- Staff understand children's starting points and plan appropriately for their next steps. As a result children are making sound progress overall.

### It is not yet good because

- The nursery failed to inform Ofsted in relation to an allegation made against a staff member in accordance with its policy. This allegation was investigated however, without any action being made against the staff member.
- The nursery have not appropriately established roles and responsibilities within the setting with particular regard to the person with overall responsibility for managing and monitoring the nursery, known as the nominated person.
- The staff are not fully supporting children's needs in relation to promoting their language and communication and in acknowledging their home languages.
- Partnerships with parents are not fully established.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in their play and in their interactions with the staff who care for them.
- The inspector engaged in conversation with staff, children and parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector spoke with the management team in relation to their priorities for the future.
- The inspector took part in a joint observation with the nursery manager.

**Inspector**  
Aileen Finan

## Full report

### Information about the setting

Pine Rivers Kindergarten opened in 1971. It is a privately owned nursery and operates from a converted Victorian house in the west of Reading. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local community and children may attend for different sessions. It opens five days a week, all year apart from Bank Holidays. Opening times are 7.30am to 6pm. There is provision to take and collect children from All Saint's Infant School in prior arrangement, although currently this care is not currently running. The nursery uses four main rooms and there is an outdoor garden. There are 40 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are eight staff who work directly with the children and, of these, six have early years qualifications. The unqualified staff are currently working towards a recognised early years qualification. The nursery also employs a cook.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the procedures in place to determine that all adults connected to the setting understand their individual roles and responsibilities and are suitable to do so
- ensure all reasonable steps are taken to provide opportunities for children to develop and use their home language in their play and learning and that children have sufficient opportunities to learn and reach a good standard in English language.

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

- strengthen the practice of working in partnership with parents so they are involved in their children's learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Overall staff demonstrate an appropriate understanding of the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. Staff gain

an understanding of children's starting points during their settling in visits. However, for some children, there are missed opportunities. For example, staff are not always aware of how to incorporate children's home languages into their planning in order to promote their ongoing development. Likewise, staff are not confident in how to offer children opportunities to hear their own language. Therefore, for some children there is a negative impact on their development of communication and language and their acquisition of English. There are however some timely interventions for those children needing additional support to promote language and the systems to work with other professionals are secure. Staff working with the babies use sign language and monitor children's new words, which they display for parents to see. Staff use sounds and letters games with the toddlers to promote how children recognise the initial sound of words. Therefore, consequently overall most children are making sound progress in their development of language.

Children easily access their toys, resources and activities and benefit from a broad range of learning that supports their progress in all seven areas of learning. All the playrooms and the outdoors offer stimulating opportunities for children to learn, and to be curious about what they do, explore and be imaginative in their play. Children are eager to take part in the practice for their Christmas play, sing songs or join in with the actions. Some are eager to share that they are a 'sheep' in the play or that their role is 'Mary'. Children happily sit and listen to stories and effective teaching promotes how children invent their own stories as they dress up in witches' costumes and try to 'scare' one another. Children are confident overall in their social relationships with others. Overall, they are acquiring the skills they need for the next stage in their learning. Staff interact with children well. They demonstrate a sound understanding of what children can do and maintain a record of children's progress. They share these assessments through a quarterly report for parents. Key person meetings are held once a year.

### **The contribution of the early years provision to the well-being of children**

Children are happy at the nursery. They settle well and engage appropriately in their play. The key person system supports children in helping them develop warm and emotional bonds. Children behave well and have close relationships with one another. They contently take on board the concepts of sharing, taking turns and listening to each other. Children are learning to be independent, for example in putting on coats when they go outside, helping to tidy up at the end of the session and for the older children serving themselves at lunchtime. Children are generally learning about their own safety, through timely reminders from staff as they play, for example cutting with scissors.

Children have regular opportunities for outdoor play. They consequently benefit from lots of fresh air and exercise. Toddlers delight as they throw the fallen leaves up into the air, watching them blow in the wind. Older children explore and consider why the ice is melting in a sensory activity. They are curious to learn how the staff have coloured the ice in different colours, which they confidently name. Babies enjoy time outdoors and have space to move about inside. They have secure bonds with the staff who care for them, and who interact with them as they play and sing nursery rhymes.

Children understand the importance of washing their hands. They learn about healthy foods during snack time and in their role-play as they speak about broccoli as a vegetable to go with their dinner or having 'apples and pears for pudding'. Staff are aware of children's dietary needs and any allergies through discussions with parents and adhere to these at meals and snack times. Babies are encouraged to feed independently. Lunch times are sociable. As a result, children are making appropriate progress in their physical, personal and social development.

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

The inspection was brought forward following a concern raised to Ofsted in response to an allegation made concerning a staff member. The nursery failed to follow their safeguarding policy in relation to their procedures to notify their local authority designated officer and Ofsted following an allegation about a staff member. It is a requirement to do so and Ofsted have issued a warning letter to this effect. However, the allegation was investigated and was not founded. The nursery leadership and management structure is unclear. There is confusion in relation to the roles and responsibilities of those involved in the setting following personal issues in regard to the person with delegated, clearly identifiable and direct responsibility for managing and monitoring the nursery, known as the nominated person. Nevertheless, the nursery operates appropriately. Recruitment procedures sufficiently ensure that the adults working with children are suitable to do so. Staff receive appropriate supervision to promote their personal development and the outcomes for children.

Staff demonstrate a sound understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff have completed safeguarding children training and first aid as part of their induction practice. They understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. Staff have the knowledge to deal with any minor accidents needing initial first aid treatment. The nursery share their policies with parents, in hard copy and have just introduced a website so that parents can see these online. Therefore, parents are aware of the procedures that support their children's health, safety and well-being. Staff adhere to these procedures appropriately, apart for example in relation to the identified concerns in following all procedures after an allegation. Staff work well together as a team and demonstrate positive morale in their work.

The nursery has implemented an action plan as part of their evaluation of the provision of care. They are therefore able to take account of parental feedback from questionnaires and highlight strengths of their provision, such as the effective improvements to the outdoor area that benefit children's exploration and curiosity. Parents are overall positive about the care their children receive. They highlight that their children are happy, make friends and are developing well. However, some parents state that communication between staff and parents is sometimes lacking. The nursery has identified this in their

targets for the future. For example, staff plan to provide further information for parents in relation to settling children in to nursery through a parent's handbook. Staff plan to further promote key person-parent meetings on a formal basis and introduce a texting service and online website. However, the nursery is not fully engaging all parents in being part of the extended home-nursery learning that would further inform staff about children's emerging interests and support children's development. Likewise, the nursery has not fully evaluated how they have met the recommendations set at the last inspection. Staff training to promote how staff understand and plan for children's development for those speaking English as an additional language is not in place. Likewise, resources and opportunities to support how children use their home language in their play and learning at nursery, and the systems for supporting children to have plenty of opportunities to learn and reach a good standard in English language are limited. The nursery has established with other professionals such as those supporting children needing additional intervention in relation to speech and language. In addition, staff working with the babies and toddlers have benefited from training in sign language, which staff are using effectively during the day, and sharing with parents.

Overall, staff demonstrate a sound understanding of the learning and development requirements. They understand children's starting points and make regular observations on children's development and learning. There are regular opportunities for parents to see their children's development journals. Children are eager to take part in their play and adult planned activities and as a result, are appropriately supported in their readiness for the next stage in their learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	116805
<b>Local authority</b>	Reading
<b>Inspection number</b>	944097
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Violet Pennison
<b>Date of previous inspection</b>	13/09/2010
<b>Telephone number</b>	0118 959 8232

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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