

SureStart Whitley Nursery

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

Inspection date	07/01/2015
Previous inspection date	15/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff form positive caring relationships with the children. Consequently, the children are extremely confident and secure in their environment.
- Staff focus the planning, interventions, and evaluation of activities, to meet children's individual needs. Therefore, they make consistently good progress in their learning.
- Effective partnerships with parents and outside agencies help staff to secure and implement ways to help children when there are gaps or delays in their progress.
- The staff help children get ready for their move to different nursery rooms and on to school. This means they are ready for the next stage in their learning.

It is not yet outstanding because

- Staff do not always embed knowledge gained on training to help children to problem solve.
- On occasion, staff do not help children transfer their understanding of sounds, to their speech.

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.

Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's planning, evaluation, and the information exchanged with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Sure Start Whitley Children's Nursery registered in 2002. The nursery operates from their own rooms within South Reading Community Centre in Whitley, Reading, Berkshire. It is registered on the Early Years Register. There are currently 103 children on roll. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children attend all day or for various sessions. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four. There are currently 20 members of staff who work at the nursery; 17 staff hold relevant qualifications at Level 3 or above. Four members of staff hold relevant degrees and three hold early years professional status.

What the setting needs to do to improve further

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

- enhance teaching by helping all staff encourage children to problem solve for themselves

- help children to transfer their understanding of initial sounds, to their speech.

Inspection judgements

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

Staff work hard to understand and meet the very different needs of the children. Managers set the team high standards, and monitor how effective they are in delivering purposeful learning activities. As a result, children make good progress during their time at the nursery. Staff theme their teaching programmes around topic work, such as colours and shapes. They plan activities to support all areas of children's learning throughout their day. For example, staff facilitate babies' physical development as they choose, roll, and bounce brightly coloured balls of different textures. They develop their communication and language skills as they enjoy songs together, and look at picture books that illustrate the colour theme. Staff teach toddlers finer hand control as they trace around shapes and thread or connect objects. While staff in the pre-school room help children learn more about colour and shape through a wealth of puzzles, games, and outdoor resources. Staff reflect on their teaching, so they are constantly improving the quality of the experiences they provide, and their impact on children's learning. They balance adult led activities, such as group times, with uninterrupted time for children to absorb themselves in activities of their choosing. Children soon become keen learners as they actively explore the wide-ranging opportunities staff prepare for them.

Staff diligently observe, assess, and record children's progress over time. Before children start at the nursery staff meet with parents and carers to establish children's current levels of achievement and interests. Staff use this knowledge to plan activities that will capture children's attention and provide them with a baseline to measure future progress. Staff identify children's next step in each area of learning and share these with parents. This supports continuity in developing children's interests at home. On occasion, staff keep such a tight control over their planning for children that they are less able to find solutions for themselves. For example, children found the vehicles with different sizes of wheels and the prepared painting materials. This meant that children did not need to think through the concept of small or large shaped wheels as they searched through a toy box. Nor did they need to think creatively about choosing, mixing, and spreading different colours of paint.

Managers carefully track and evaluate the progress children make in every aspect of their learning and development. Their monitoring overviews clearly illustrate the good progress children make during their time at the setting. Staff quickly identify when children arrive with gaps or delays in skills. They provide targeted help to ensure children catch up, or access the additional support they need. Current aims to raise achievements for all children to the highest levels focus on developing children's speaking skills. For example, many children enter the nursery with communication delays as they are learning English as an additional language. Staff are knowledgeable about the speech children understand. They use gestures, signs, pictures and toys to provide visual clues well to support children, including those with special educational needs and/or disabilities. They were however, less skilled in helping children transfer their understanding of initial sounds, to their speech.

Newsletters, information sheets, parent meetings and written reports all add to effective partnerships with parents and co-working with their children. Parents are confident their children are making good progress because they receive so many updates from staff. Staff offer parents a variety of ways to link in with the nursery to provide continuity in their children's learning between the nursery and home. All the parents spoken with during the inspection expressed their confidence in the nursery staff and the preparation of their children for new groups and schools.

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

Senior staff offer all families a home visit before their children start at the nursery. Parents appreciate the time staff take to get to know their child and this opportunity to share information with the nursery team. Babies and children new to the nursery settle quickly as they feel extremely secure in the care of capable staff. All Staff are highly skilled and sensitive in helping children form secure emotional attachments. Many staff are bi-, or tri-lingual, which enables them to reassure children and parents learning English as an additional language. Staff also diligently prepare for children who come to them via outside agencies. For example, managers promptly engage capable staff, with appropriate skills, to work with children requiring individual support for their special educational needs and/or disabilities. Therefore, all children soon gain confidence in their place in the

nursery and explore the wide-ranging activities.

Staff are extremely good role models for children, teaching them to be polite and respectful of each other. Staff express their expectations clearly and consistently, children's behaviour is exemplary. For example, children listened to each other at group times, took turns with microphones, and showed they value their friend's contributions. Children worked well together as they helped each other manage small risks, and practise new skills, with outdoor apparatus. Staff work very efficiently as a team, and supervise children well across the free-flow environment. This enables children to move easily between the indoors and outdoors safely. Staff have fenced off an outdoor area so that children pedalled and scooted without troubling children concentrating on other skills in the play area. Staff thoughtfully provide warm play nests with clean toys outdoors and undercover, so that babies have a safe place to explore in the fresh air.

Staff maintain high standards of hygiene and cleanliness throughout the nursery and teach children how to keep themselves healthy. They teach children how to choose and serve themselves healthy snacks and nutritionally balanced meals. Bathroom facilities enable children to become increasingly independent in managing their personal needs safely. Colourful pictures remind children how to wash their hands effectively. Daily risk assessments are thorough and the whole team take responsibility for keeping the environment a safe place for children.

Parents like the daily exchange of information they share with their child's key person and feel confident in the care provided. They were particularly pleased with the way staff supported their children's moves to the next age group. Staff often move rooms with the children for a few weeks or for the year. Staff note the benefits of a recent project linking them with local schools. They have secure knowledge of how best to prepare the children for their moves to school. As a result, they help children prepare for this move both in terms of their self-confidence, and by teaching them helpful practical skills.

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

The leadership team meets all the safeguarding and welfare requirements of the Early Years Foundation Stage. The team regularly update their policies, procedures, and systems for effective record keeping, and ensure staff implement them to a high standard. This means that staff are alert to any causes for concern around the children's safety, and know how to respond in a timely and appropriate way. This results in a high quality nursery which is welcoming, safe, and stimulating, and where children are able to enjoy learning and grow in confidence.

Strong leadership across the nursery drives forward improvements across all areas of provision. Their strong ethos of evaluation informs their priorities and targets for improvements across the nursery. For example, their successful audit of each area of the nursery, and current aspirations to raise all children's skills in speaking. Educational programmes are diverse and monitored closely. Staff can demonstrate that during their time at the nursery, children make very good progress across all areas of learning and

development. They can also clearly identify how they address any gaps or delays in learning through prompt and effective teaching. Four senior staff, hold relevant honours degrees and/or early years professional status, providing high levels of current knowledge and training to the team. Staff do not always embed information from training around creativity and problem solving into their practice. Staff are however, proud of their training, confident in their managers, and eager to do their very best for the children in their care. As a result, the nursery is a happy place, where children are keen to learn, and staff diligently meet all the learning and development requirements of the Early Years Foundation Stage.

Staff have exceptionally effective working practices with many outside specialists. This is due to their close partnership with staff at the children's centre and their access to wider team meetings and training sessions. Staff quickly seek guidance from specialists in speech and language therapy, educational psychology, and positive behaviour management, and share guidance with parents. These and other links with outside agencies help them to secure timely and effective ways of helping families with concerns about their children's development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY313285
Local authority	Reading
Inspection number	828016
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	103
Name of provider	Reading Borough Council
Date of previous inspection	15/10/2010
Telephone number	0118 937 3910

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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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