

Forbury Gardens Day Nursery

Abbots Walk, Reading, Berkshire, RG1 3HW



Inspection date

5 May 2015

Previous inspection date

25 November 2009

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

Summary of key findings for parents

This provision is outstanding

- Frequent informal updates, regular reports and planned meetings between parents and staff ensure they meet children's individual needs and follow children's enthusiasm for new topics at home and at the nursery exceptionally well.
- Staff training in storytelling has helped staff working with every age group to enrich the quality of their teaching and is highly effective in helping children to develop excellent levels of progress in all aspects of communication and language.
- Staff plan and prepare indoor and outdoor play areas that are diverse, engaging and age appropriate. Staff excellently promote children's independence and ability to motivate themselves by providing a wide range of resources that children can easily access and choose between by themselves.
- The leadership team has a thorough understanding of its role in meeting all legal requirements and ensures that that staff effectively implement the nursery's comprehensive policies and procedures to support children's health, safety and well-being.
- Parents comment on the excellent team spirit and the welcoming, happy nursery their children look forward to attending each day. Children develop secure attachments and positive relationships with staff and other children.
- The leadership team has high standards, and encourages all levels of staff to evaluate and reflect on their practice. Together they effectively drive forward improvements across the nursery to help raise and sustain levels of achievement for all children.

What the setting needs to do to improve further

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

- enhance children's awareness of how sounds blend together in words and phrases, for example, by exploring ways to maximise children's ability to hear audio cassette tapes or compact discs during group activities.

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, staffing, supervision, risk assessment, equal opportunities, and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, and the nursery's systems for planning, evaluation, and exchanging information 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

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children of all ages thrive in the care of enthusiastic, conscientious and well-managed staff. Parents express their confidence in the room teams and appreciate their knowledge of their children's individual skills, progress, and next steps in learning and development. Imaginative and resourceful staff plan and deliver a wide choice of learning experiences based around everyday life and children's current interests. For example, two-year-old children learn to name parts of the body while washing baby dolls. Three-year-old children strengthen their muscle movements as they sweep up soapy water and discover which brush creates the most bubbles. The older children learn about satellites and star constellations, name and arrange planets in sequence, and discuss defining features such as moons and gases. Staff prepare children exceptionally well for school, as they are excited about learning and confident to talk about their ideas and feelings in a large group.

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

Babies settle-in quickly as staff adapt care routines and play to meet their individual needs. Sensitive, knowledgeable staff quickly identify any gaps or delays in babies' physical development, monitor these closely with parents and provide additional activities to nurture new skills. Staff tailor care to enrich the experiences of each child. They also liaise effectively together to smooth children's moves to their next room. The large open rooms provide a challenging listening environment but staff use a wide range of strategies to ensure children can listen to new words, songs and instructions. Staff generally hold children's attention well through animated storytelling and high standards of teaching. Consequently, children build their listening and attention skills, and develop very good speech and language skills. Children enjoy long periods learning in the fresh air as staff fill a series of exciting outdoor areas with activities that engage and challenge children.

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

A highly committed leadership team research, document and drive forward high standards of practice across the nursery. Staff take part in thought provoking induction courses and in-house safeguarding training. Leadership demonstrates a highly responsible approach to supporting and supervising trainees and staff working towards higher levels of qualifications. Their excellent partnerships with local training establishments and other external organisations help staff to continually identify ways of improving their provision for young children. The managers diligently check that staff monitor and record each child's development accurately. This enables them to demonstrate to parents precisely how much progress children make in each area of their learning and development. They also track the progress of the high proportion of children from bilingual homes to ensure staff help all children develop secure foundations in language and literacy.

Setting details

Unique reference number	EY221119
Local authority	Reading
Inspection number	826346
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	95
Number of children on roll	118
Name of provider	Forbury Gardens Day Nursery Partnership
Date of previous inspection	25 November 2009
Telephone number	0118 9588116

Forbury Gardens Day Nursery registered in 2002 and operates from St James Church premises in Reading, Berkshire. The nursery is open each weekday from 8am to 5.45pm, all year round with the exception of bank holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery employs 40 members of staff, of whom 30 work directly with the children. All of those staff hold relevant early years qualifications at Level 2 to Level 5. The nursery also employs kitchen staff, administrators and a regular team of bank staff.

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