

# Western Elms Nursery

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



**Inspection date** 5 January 2017  
Previous inspection date 24 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff help parents to recognise the high levels of progress their children are making through exceptionally good care and teaching practices. Parents express great confidence in the staff and appreciate the way they share their expertise.
- The manager diligently follows detailed recruitment procedures to ensure staff are suitably checked, qualified and experienced to care for children and keep them safe.
- The owner and the manager work closely with the staff and children, to underpin the high levels of individual supervision, nurturing and support they provide.
- Staff make highly accurate observations and assessments of children's progress which they share with parents. They work extremely well with parents to agree children's next steps in learning.
- Staff use a wide range of opportunities to develop excellent partnerships with parents and other agencies to achieve outstanding outcomes for children.
- Staff enrich children's understanding of healthy eating, cooking and trying new foods. For example, children learn about nutrition and plan their vegetable garden. They learn to behave safely and courteously with their friends as they cook and prepare food.
- Children of all ages make excellent levels of progress in their learning and staff prepare them exceptionally well for the next stages in their learning.

## What the setting needs to do to improve further

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

- extend opportunities to develop the early reading and writing skills of children who prefer to play and learn outdoors, to further build on the already high-quality teaching.

### Inspection activities

- The inspector observed care routines and completed a joint observation with the manager. Together, they discussed how staff training had contributed to children's learning and development.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the owner and the manager.
- The inspector looked at children's records, discussed planning and evaluation of activities and how staff exchange information with parents.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector listened and talked to children as they played.

### Inspector

Helen Robinshaw

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. The owner is highly experienced in child protection procedures and keeps staff knowledge up to date. Staff know and use clear procedures to protect children and follow through concerns appropriately. The manager reflects extremely carefully on the views of the children, their parents and outside agencies to identify and target excellent improvements across the nursery. For example, children contribute to the menus and parent comments led to a review of snack time and more opportunities for them to speak with staff about their children's progress. Since the last inspection, the owner and the manager have focused intently on staff training and monitoring, to raise the quality of teaching and outcomes for children to consistently high levels.

### **Quality of teaching, learning and assessment is outstanding**

Staff inspire children of all ages with activities and opportunities for adventures that capture their imaginations, challenge their thinking and nurture high levels of respect for each other. For example, babies develop extraordinary hand control as they exchange, wrap and unwrap pretend presents. Highly attentive, observant and skilled staff know all the children exceptionally well. They sensitively nurture children towards the next steps in their learning as they extend their levels of thinking and problem solving. For example, as older children consider the different jobs people do, they explore finer boundaries between real and pretend roles, such as between firefighters and superheroes.

### **Personal development, behaviour and welfare are outstanding**

Staff model exemplary behaviour for children to follow. All children frequently engage in acts of kindness and show high levels of respect for each other. For example, young toddlers observe and retrieve comforters dropped by babies. Toddlers share toys without being asked and pre-school children actively include children who do not find it easy to join in. For instance, they offer them toys to play with or explain what they are trying to build together. Children enthusiastically explore the outdoor areas as they practise skills such as balancing, riding and climbing. However, staff do not take every opportunity to encourage early reading and writing opportunities for children who prefer to play outside.

### **Outcomes for children are outstanding**

Children of all ages make excellent rates of progress in their listening and speaking in relation to their time at the nursery. This includes children who are learning more than one language or for whom the provider receives additional funding. Toddlers listen well to stories and instructions. They confidently talk about their activities and needs. Older children think independently and have well-developed skills in problem solving and team work. For example, they estimate, vote on and review how long it will take for ice to melt through a funnel into a measuring jug.

## Setting details

<b>Unique reference number</b>	EY295050
<b>Local authority</b>	Reading
<b>Inspection number</b>	1061833
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Western Elms Nursery School Partnership
<b>Registered person unique reference number</b>	RP902035
<b>Date of previous inspection</b>	24 July 2013
<b>Telephone number</b>	0118 572146

Western Elms Nursery first opened in 1962 and registered under the current ownership in 2004. The nursery operates from a large Victorian house in West Reading, Berkshire. It is open each weekday between 7.30am and 6.30pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 17 staff working with the children, 10 of whom hold appropriate qualifications at level 3 or above. Two members of staff hold relevant degrees, one of whom also holds early years teacher status. The provider also employs a cook.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

