

Rose Garden Early Years Centre

5 Christchurch Gardens, Reading, RG2 7AH



Inspection date

9 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children approaching school age do not engage consistently in sufficiently challenging activities to help them make better progress in mathematics and literacy. Children progress less well in these areas than in other areas of learning.
- Leaders and managers sometimes overlook weaker areas of teaching and learning, which leads to inconsistencies in children's rates of progress in different areas. The setting requires improvement to ensure good outcomes for all children.

It has the following strengths

- The managers and staff support some areas of learning particularly well, including children's personal and social skills, and their physical development. They provide many opportunities for children to explore freely and develop their curiosity.
- The managers and staff are positive role models. They have a very calm approach to supporting children's understanding of behavioural expectations and respect for others.
- The managers and staff work closely with parents to achieve good levels of consistency between the setting and home.
- The managers ensure that safeguarding is robust, and that children are safe and supervised effectively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- develop opportunities to challenge older children's knowledge and understanding of mathematics and literacy to prepare them for school more effectively. 09/08/2018

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

- develop processes for self-evaluation to identify and address weaker areas of teaching and learning to further improve outcomes for children.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager, who are also key persons.
- The inspector talked to staff, children and parents at appropriate points during the inspection.
- The inspector looked at children's assessment records, the setting's self-evaluation form, and evidence of staff suitability and qualifications.

Inspector

Gill Little

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The managers and staff keep their knowledge and understanding up to date. They are able to identify and respond to any concerns about children's welfare effectively. The highly qualified team responds well to training and supervision, which leads to positive outcomes for children in most areas of learning. However, there are some weaknesses in the quality of teaching and learning, particularly for mathematics and literacy. The new manager is highly qualified and has appropriate background checks. She demonstrates her suitability to carry out her role.

Quality of teaching, learning and assessment requires improvement

Staff provide good foundations for all children in the earlier stages of their development to prepare them well for their future learning. They provide a calm learning environment, role model purposeful activity and offer some good opportunities for communication and language development. Staff sometimes teach children effectively, such as encouraging them to consider how things work as they enjoy mending a wheel on a wheelbarrow. However, older children do not have good opportunities to extend their awareness of measurement, to solve mathematical problems, link sounds to letters or recognise familiar words. Staff know children well and assess their progress accurately, but they do not use this information robustly to support consistent development in all areas.

Personal development, behaviour and welfare are good

Despite variable teaching, staff provide a calm and stimulating environment that encourages children to explore and be curious overall. Parents comment that children are settled and happy in the setting. They are well informed of their children's development and how to support them at home. Staff encourage healthy lifestyles, and enable children to take risks to learn about their capabilities and how to play safely. They help children to become independent and to join in readily with routines. Key persons know their children well and help them to form secure attachments and develop positive relationships.

Outcomes for children require improvement

Children develop strong personal, social and emotional skills. They learn to manage conflict positively and show a good understanding of expectations, such as taking turns. Children are confident to initiate conversations with others and most progress well in their language skills, including those who speak English as an additional language. Children are imaginative, physically active and engage readily in their play. However, although older children are generally working within the range of development typical for their ages, they progress more slowly in the areas of mathematics and literacy.

Setting details

Unique reference number	EY495291
Local authority	Reading
Inspection number	1045401
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	8
Number of children on roll	10
Name of registered person	Rose Garden Early Years Centre Limited
Registered person unique reference number	RP906621
Date of previous inspection	Not applicable
Telephone number	0118 986 6301

Rose Garden Early Years Centre registered in 2016 and is located in Reading, Berkshire. It is run by Rose Garden Early Years Centre Limited. The setting follows a Steiner-inspired approach to education. It is open on weekdays from 8.30am until 12.30pm during school term times only. The setting receives funding for the provision of free early education for children aged three and four years. It employs three staff, and they all hold relevant qualifications to at least degree level.

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.

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