

Caversham Park Kindergarten

Milestone Centre, Milestone Way, Reading RG4 6PF



Inspection date	10 January 2019
Previous inspection date	Not applicable

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

Summary of key findings for parents

This provision is good

- The provider has a good understanding of her role and responsibilities. She uses her significant experience to support her manager and staff team to offer an effective provision to children and their parents.
- Staff use the provider's robust policies, procedures and risk assessments to support children's health, safety and well-being. These are reviewed on a regular basis.
- The enthusiastic manager is supportive of her staff. She helps to guide their practice, for example, by encouraging good interactions and teaching skills. Staff know children very well. They have a secure understanding of children's starting points and plan effectively for children's learning, based on their interests and abilities. Children make good developmental progress.
- Children enjoy their time at the nursery. They are engaged in their activities, keen to take part and willing to learn. Children have warm bonds with the staff who care for them. Children behave very well throughout the day. They show respect to each other and play contentedly with their friends.
- Parents are positive about the quality of care. They state that they receive informative feedback about their children's achievements and progress. They add that their children's language is developing very well, including for those who speak and learn another language at home.
- On occasions, staff do not provide enough challenge for children who enjoy outdoor learning to help ensure the best possible outcomes for their learning.
- Sometimes, staff are not confident enough to enhance children's use of mathematical language, such as to further promote their understanding of shape, space and measure.

What the setting needs to do to improve further

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

- enhance further the range of learning opportunities for children who enjoy activities outdoors
- increase the ways children use and develop their awareness of mathematical language, such as to support their growing understanding of shape, space and measure.

Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation with the provider. They discussed how staff plan for children's learning.
- The inspector spoke with children, parents and staff.
- The inspector met with the provider and her manager. They discussed how staff update their skills and knowledge and how they evaluate the quality of the provision.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The provider has secure systems for the recruitment and induction of staff. Alongside her manager, she is supportive about ensuring that staff understand their roles and are suitable to do these. Staff state that their induction was thorough. They are keen to improve their skills. For example, staff explain that training for professional qualifications has enabled them to learn new things and embed this into their practice. Safeguarding is effective. Staff demonstrate a very good understanding of all safeguarding matters. They know how to protect the children in their care. Staff evaluate the provision well. For instance, they show a keen intent to further improve the environment to better promote the individual needs of children, particularly for the younger children attending. Staff are proactive in monitoring the quality of children's learning and act promptly to ensure any gaps are closing. Partnerships with other agencies supporting children attending are well established to ensure children receive timely intervention if needed.

Quality of teaching, learning and assessment is good

Staff are enthusiastic teachers, who engage well with children. They confidently extend children's learning. For example, staff help children identify new colours made when two colours are mixed during painting activities. Staff read stories with children and use their skills to help children be intrigued and develop their interest in literacy. For instance, staff explain the story and introduce new terms, such as 'nocturnal', when talking about the owl in the story. Children are motivated to stay engaged and keen to offer ideas about what is happening and what will happen next. Effective systems are in place to monitor and track children's progress. Staff make focused observations and plan well for children's next steps. This progress is shared regularly with parents.

Personal development, behaviour and welfare are good

Staff offer an interesting and exciting environment for children and interact warmly with them. Staff encourage children's independence. For instance, they help children understand the importance of effective handwashing routines prior to eating. Staff enhance children's learning through everyday tasks. For example, when setting the table, staff help children work out how many cups and plates each table needs. Children use cutlery, relevant to their age and ability. They enjoy healthy and nutritious meals and show independence as they pour drinks for themselves. Staff encourage children to respect each other's differences. They learn about helping each other. For example, when playing board games to support their sorting and matching skills, children take turns and give each other clues to match the corresponding pieces.

Outcomes for children are good

Children develop a range of skills that promote the next stages in their learning. For example, children develop physical skills outdoors as they climb on equipment, negotiate moving over crates and use scooters to develop balance and coordination. They develop good language skills, for instance during phonics sessions in which they confidently practise sounds and letters. Children are extremely keen to join in with action songs and listen intently to stories read by staff. Babies and toddlers have fun being creative, for instance, using different resources, including their hands, to paint with.

Setting details

Unique reference number	EY556894
Local authority	Reading
Inspection number	10089163
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	30
Number of children on roll	39
Name of registered person	Caversham Park Kindergarten Ltd
Registered person unique reference number	RP556893
Date of previous inspection	Not applicable
Telephone number	07483337976

Caversham Park Kindergarten registered in 2018. It is situated in Caversham, Berkshire. It is open each weekday from 8am until 6pm for 49 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs seven staff and all but one holds a recognised childcare qualification. Of these, one member of staff holds early years professional status.

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