

Rose Garden Early Years Centre

5 Christchurch Gardens, Reading RG2 7AH



Inspection date	7 May 2019
Previous inspection date	9 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 relatively new leadership and staff team have high expectations and are dedicated to providing a high quality of care and teaching. They have worked hard to address the weaknesses highlighted at the last inspection. There are focused, ongoing plans for continuous improvement.
- Leaders use additional funding, such as early years pupil premium, carefully and effectively. They consider the individual needs and interests of those children in receipt, to target support where it is needed and help improve their outcomes.
- Staff undertake regular and accurate assessments of individual children's learning. They use this information to plan effectively for the next steps in their development, and help them to make continuous progress.
- Partnerships with parents are very effective. Staff keep parents well informed about their child's development, and how they can support their child's learning at home. Leaders seek out feedback from parents as part of their self-evaluation. Parents speak very positively about the nursery.
- Children are happy and enjoy their time at the setting. They have formed very close relationships with staff, whose calm and positive approach helps children settle very quickly into their environment.
- Recently implemented systems for monitoring progress across the setting are not fully embedded into practice. As a result, leaders do not have a secure picture of how well groups of children who attend the nursery are progressing or of the effectiveness of learning overall.
- On some occasions, routines or transition periods, such as the period before snack time, are less well organised. As a result, children become restless as they spend too long waiting for their snack and are not engaged in worthwhile activities.

What the setting needs to do to improve further

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

- embed further the systems for monitoring the progress different groups of children make, to ensure that any gaps in learning, or weaknesses in overall learning, are identified and addressed at the earliest opportunity
- review transition periods, such as the pre-snack routine, to make sure that children are engaged in worthwhile activities and do not become restless.

Inspection activities

- The inspector observed staff and children, to assess the quality of teaching indoors and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held discussions with parents and took account of their views.
- The inspector held a meeting with the leaders and managers of the setting and discussed how they monitor and evaluate the quality of the provision.
- The inspector sampled a range of documentation, including staff recruitment records, policies and procedures, and development plans for ongoing improvement.

Inspector

Carla Roberts

Inspection findings

Effectiveness of leadership and management is good

Leaders have worked hard since the last inspection to establish effective systems for the supervision of staff and the monitoring of their practice. They have sought external mentors who regularly assess the quality of the provision. All leaders and staff act positively on any feedback given and include this as part of their ongoing, effective self-evaluation. Leaders and staff are very reflective of their practice. They are committed to their ongoing professional development and improving outcomes for children.

Safeguarding is effective. The process in place to ensure that staff are suitable to work with children at recruitment, and on an ongoing basis, is robust. All staff are confident in recognising signs that children are at risk of harm, for example being exposed to extreme views or behaviour, and what action to take to keep them safe.

Quality of teaching, learning and assessment is good

Staff are skilled at supporting children to think and solve problems for themselves. For example, they encourage children to think about how they can attach a sturdy wooden plank to rope that so it can be safely used as a swing. Staff encourage children to develop early mathematical thinking by providing them with enjoyable activities using natural resources. For example, children search for and collect conkers equal to the number they have picked on wooden dice. Staff provide a stimulating outdoor environment where children are eager to play and learn using lots of natural resources. They enjoy watching the change in the consistency of sand as they mix it with water, bark and stones while they role play baking in the mud kitchen. They learn about the natural environment as they talk about the bird watching them in the tree while they sit and make models out of clay.

Personal development, behaviour and welfare are good

Staff provide a calm, safe and secure environment for children to play in. They support children in learning how to keep themselves safe while they develop their physical skills, exploring and playing outdoors. For example, children know where there are small areas of nettles in the edges of the garden, and why they do not touch them. Staff prepare very healthy snacks and meals, including from different cultural backgrounds, such as lentil dahl. As a result, children learn about their similarities and differences to others. Children are sociable and show high levels of confidence. They are encouraged to take pride in their achievements. For example, they proudly show off the 'May Day' ankle bracelets they have created by threading bells and beads together.

Outcomes for children are good

All children are working very comfortably within the range of development typical for their age. This includes children who are in receipt of additional funding and those who speak English as an additional language. Children learn important life skills, through regular planned activities. For example, on 'cooking day' they learn how to make and bake bread. This is then cooked and served as part of their lunch later that day. Children of all ages relish in being given responsibilities, such as helping to prepare for snack time. They watch intently as staff demonstrate how to chop fruit and try this out for themselves, arranging the chopped fruit on oat cakes ready for their friends to eat.

Setting details

Unique reference number	EY495291
Local authority	Reading
Inspection number	10084940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	16
Number of children on roll	12
Name of registered person	Rose Garden Early Years Centre Limited
Registered person unique reference number	RP906621
Date of previous inspection	9 May 2018
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 1.30pm 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 two staff, who hold relevant qualifications.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

