

# Forbury Gardens Day Nursery

Abbots Walk, Reading, Berkshire RG1 3HW



<b>Inspection date</b>	1 July 2019
Previous inspection date	5 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Managers and staff know the children very well. They plan a wide range of interesting and stimulating learning opportunities, and all children are engaged and motivated to learn. Children make good progress from their initial starting points.
- Managers and staff are good role models. They help children to manage their behaviour and routinely offer praise for acts of kindness. Children happily share, and show tolerance and respect for one another.
- Partnerships with parents are good. Managers and staff ensure that parents are fully informed about all aspects of children's learning, and how to support this at home. Parents speak highly of the staff team and the care that their children receive.
- Managers have a good understanding of their roles and responsibilities. Self-evaluation is continuous. It includes the views of staff, parents and children. Managers have addressed the recommendation raised at the last inspection and maintained children's good outcomes.
- Sometimes, staff are too eager to provide answers to questions before giving children sufficient time to respond, and to share their own ideas and experiences.
- Occasionally, staff do not recognise some opportunities to challenge and extend children's abilities, in order to help them achieve to the highest possible level.

## What the setting needs to do to improve further

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

- extend opportunities for children to share their own knowledge and ideas, and allow them more time to respond and answer questions
- ensure staff make the most of all opportunities to provide children with effective challenges, to help increase the potential for them to make more rapid progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on the children's learning.
- The inspector completed joint observations with the management team.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector sampled a range of documentation, including attendance records, accident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

**Inspector**  
Julie Swann

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep their child protection knowledge up to date. They know the procedures to follow if they have any concerns about a child's welfare. Managers implement secure recruitment and induction methods, to help ensure the continued suitability of staff. Managers carefully monitor and track the progress of all children. Strategies are promptly put in place to narrow any gaps in achievement. Managers have high expectations of their staff team. For example, they monitor the impact of teaching closely and support improved practice through appraisals, team meetings and supervision. Managers support staff with a range of professional development opportunities. For example, staff have completed training that has helped them support children's good outcomes. Managers and staff have developed good links with other providers, to help support continuity of care.

### Quality of teaching, learning and assessment is good

Staff use observations and assessments effectively to help plan for each individual child's next steps in learning. Overall, staff support children's communication and language skills effectively. For example, they speak clearly to younger children, ask older children questions about their play, and introduce new words such as 'dinosaur' and 'warlock'. Staff support children to develop their early writing skills well. For example, children help themselves to pens and pencils, and some identify letters sounds and write their names independently. Age-appropriate books are readily available for all children and they enjoy listening to stories. For example, older children repeat key phrases and younger children anticipate which objects are on the next page. Children delight in taking part in sensory experiences. For example, they giggle as they use their hands to explore the texture of sand.

### Personal development, behaviour and welfare are good

Children are happy and well settled in the nursery. They have formed secure attachments with staff, helping to support their emotional well-being. Staff support children well in learning about healthy lifestyles. For example, children talk about healthy eating and take responsibility for their own care needs, relevant to their age. Children are physically active and encouraged to assess risks during their daily outdoor play. They learn about people and communities as they acknowledge various festivals, such as Christmas and Diwali, throughout the year.

### Outcomes for children are good

All children, including funded children, develop the skills that help them prepare for the next stages in their learning and eventual move to school. They are sociable, confident and inquisitive as they play. Children develop their mathematical understanding well. For example, older children count, identify shapes, and think about size and capacity, while younger children independently solve simple puzzles and match objects.

## Setting details

<b>Unique reference number</b>	EY221119
<b>Local authority</b>	Reading
<b>Inspection number</b>	10114800
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Forbury Gardens Day Nursery Partnership
<b>Registered person unique reference number</b>	RP903558
<b>Date of previous inspection</b>	5 May 2015
<b>Telephone number</b>	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 6pm, 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 years. The nursery employs 36 members of staff, of whom 33 work directly with the children. Of these 21 hold relevant early years qualifications at level 2 to level 6. The nursery also employs kitchen staff, administrators and a regular team of bank staff.

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