

Inspection of The Wigwam Day Nursery

22 Fatherson Road, Reading RG1 4PL

Inspection date: 30 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure as they happily play and explore in the inclusive environment. Staff have high expectations for every child. The key-person system is securely in place and staff have a good knowledge of the children in their care. Staff plan for each child's individual needs and abilities effectively. They work effectively with parents and other professionals to ensure that all children, including those who need additional support, make good progress in their learning.

Children are keen to engage with staff and take part in the activities offered to them. For example, children learn how to carve pumpkins and make links as they talk about their own experiences of doing this at home. During these activities, staff regularly praise and encourage children and ask them interesting questions. However, they do not provide enough time for children to think and respond, to help extend their learning to the highest level.

Overall, staff demonstrate a good understanding of how children learn and develop. They provide effective support to help children learning English as an additional language to develop early communication and language skills. For instance, they repeat words and model good language during small-group activities.

What does the early years setting do well and what does it need to do better?

- Children have opportunities to take risks and develop their independence as they cut pumpkins with knives. They understand that knives are sharp, and the staff reinforce the importance of using these safely, such as ensuring they hold the handle.
- Staff complete regular observations of children and assess their development effectively. This helps them to accurately identify when children may need additional support and implement plans to help them to progress further.
- Children readily use mathematics in their everyday play. For example, they count the number of chairs around a table, name different shapes and their characteristics, and identify different sizes of cookies during role play.
- Staff encourage children to be independent in leading activities. For instance, when children play with dough, they add a variety of herbs and spices and make links to foods that have similar smells.
- Children have access to a good range of natural resources that support their learning and development successfully. They become engaged in their play and benefit from the many opportunities to explore both indoors and outdoors. Overall, staff's interactions with children are positive. However, there are times when staff deployment is not as effective as possible and children's play is

occasionally interrupted as staff become engrossed in domestic duties.

- Partnerships with parents are good. The manager and staff use effective communication methods to share information with parents, including through daily discussions and face-to-face meetings. Parents speak very highly of the staff within the setting and report how well their children are developing within the nursery.
- Staff incorporate children's interests well into planned activities. For example, when older children showed an interest in fixing pieces of a pumpkin back together, they provided a selection of resources to enable them to do this. Children adapt their approach to solve problems. For example, they worked out which materials were most effective to make the pumpkin secure.
- Children are enthusiastic and motivated to learn. Staff interact well with them. However, although they ask children lots of questions, they do not always allow enough time for them to consider the answers before asking them more questions.
- Children enjoy singing along to favourite songs and rhymes. They enthusiastically join in, learning the words to new songs and confidently using actions as they sing.
- Managers make good use of annual appraisals and regular staff supervision sessions to monitor staff's ongoing suitability and performance. They encourage staff's professional development. For example, recent training has helped staff to adapt the planning and the learning environment to encourage children's imagination. However, monitoring of staff's practice is not always sharply focused on raising the teaching skills of individual staff to the highest levels.
- Staff actively promote positive behaviour. Children demonstrate high levels of cooperation. For example, they play alongside others as they act out their own experiences during role play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff keep their safeguarding knowledge up to date. Staff are very aware of their roles and responsibilities in keeping children safe. They complete regular training, as well as discussions during staff meetings, to help them to recognise the signs that might indicate a child is at risk of harm. Regular risk assessments enable staff to identify and minimise any potential risks to children and ensure they are kept safe in the environment. Robust recruitment procedures ensure that adults working with children are suitable.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their thinking, allowing

them more time to answer questions and express their ideas

- enhance opportunities for children to maintain their concentration and exploration during the times when staff leave activities to carry out routine tasks
- refine the monitoring of staff's practice so that there is an even sharper focus on enhancing their already good teaching skills.

Setting details

Unique reference number	EY552310
Local authority	Reading
Inspection number	10126971
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	36
Number of children on roll	36
Name of registered person	Toddletown Nursery And Daycare (Reading) Ltd
Registered person unique reference number	RP552309
Telephone number	01189581800
Date of previous inspection	Not applicable

Information about this early years setting

The Wigwam Day Nursery registered in 2017 and is situated in Central Reading, Berkshire. The nursery is open from 7am to 7pm, Monday to Friday, for 51 weeks a year. It receives funding to provide free early years education to children aged, two, three and four years. The nursery employs 11 members of childcare staff. Of these, the manager holds a level 6 qualification, five staff hold qualifications at level 3 and two staff hold qualifications at level 2.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and children, and considered the impact on children's learning.
- The inspector sampled documentation, including staff's qualifications and evidence of paediatric first-aid training.

We carried out this inspection 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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