

Waterside Early Care and Education Centre

600 Thames Valley Park Drive, Reading, Berkshire RG6 1PT



Inspection date	8 February 2019
Previous inspection date	14 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children take part in an interesting range of fun activities. They enjoy their time at the nursery and happily interact with staff.
- Staff use children's interests effectively to provide activities that engage them in learning well. Children develop skills ready for the next stage of their learning and for moving on to school.
- Staff are alert to possible dangers and regularly check the environment for possible hazards and risks. They teach children about how to keep themselves and their friends safe. For example, older children help to check the outdoor area for risks and hazards and staff teach children to play safely with materials, such as sand.
- Children behave well. Staff provide a positive role model to them. Children play in a calm environment and learn to be polite and use good manners.
- The key-person approach is strong. Staff and children form warm, caring relationships. Children develop a good sense of belonging and are confident to explore and follow their own ideas.
- Staff form positive relationships with parents and information is mostly shared well. Sometimes, not enough specific detail is provided or gathered to support children more consistently at home and at the nursery.
- Overall, the managers support staff well and they have managed recent changes to the nursery effectively. At times, the managers do not quickly identify and take action to improve teaching, such as the use and effectiveness of staff's assessments to tailor activities more precisely to children's individual learning needs.

What the setting needs to do to improve further

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

- share and gather more information with parents, to support further continuity between the nursery and home, in particular, details about children's next steps in learning
- monitor staff practice more precisely, including the effectiveness and use of their assessments of children's development, to help identify ways to raise the quality of teaching and children's learning experiences further.

Inspection activities

- The inspectors observed the children's play and activities and staff's interactions with them.
- The inspectors viewed the nursery premises.
- The inspectors completed joint observations with the manager and deputy manager.
- The inspectors gained parents' views through speaking to them and reading written testimonials.
- The inspectors sampled a range of documentation, including children's records, evidence of staff's suitability and some policies.

Inspectors

Sheena Bankier

Melissa Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a confident and secure understanding of their responsibilities to safeguard children. They know how to recognise and respond to any concerns that arise about children or other staff, including those related to radicalisation and extremism. Staff have opportunities to develop their practice. For example, they complete online training and receive feedback through regular individual meetings, which helps them to develop their knowledge and skills. The managers review the quality of the provision regularly, such as through daily checks and observations of staff practice. They gain feedback from parents, staff and children. This contributes to their understanding about the quality of the provision and helps them to shape future improvements. The managers track groups of children's progress, such as boys and girls. This is helping them to identify and respond to any gaps in learning. Parents report that they are happy with the service provided and their children's experiences.

Quality of teaching, learning and assessment is good

Staff know children well which helps them provide activities that interest and engage them. They positively interact with children and support their learning well. For example, in the pre-school room, children found 'hidden treasure' with letters on, which were buried in the sand. Staff encouraged children to identify the letters and to think of a word beginning with the initial letter sound. This supports children's literacy skills well. Younger children develop their communication and language skills effectively. This is illustrated when staff use gestures while speaking, which helps children develop their understanding. Staff provide good support for children's mathematical development. For instance, older toddlers worked out how many bananas were needed for lunch and used simple calculation to identify that there was one left.

Personal development, behaviour and welfare are good

Children make their own choices about their play and activities. The environment is welcoming and toys and resources are easily seen and accessible to children, helping them to make their own decisions. Older children have a strong understanding of taking care of themselves, such as the reasons why they need to wash their hands. Children enjoy a good range of physical activities indoors and outside, which support them to be active and healthy. For example, they take part in specialist sports and dance activities. Most children settle well and staff sensitively support them, including on arrival and during settling-in times. Staff work closely with parents to support children at these times, to help provide a consistent approach.

Outcomes for children are good

Children's development is typical for their age and some make even better progress. They develop their independence effectively, including learning to take off and put on their coats and shoes and to put away their belongings. Children follow their own interests and ideas. For example, a young toddler experimented and used different ways to roll a ball. Younger babies enthusiastically take part in sensory activities, such as exploring paint and sand. Older children learn to recognise and write their names, helping to develop skills ready for school.

Setting details

Unique reference number	EY368368
Local authority	Wokingham
Inspection number	10066984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	120
Number of children on roll	101
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	14 April 2016
Telephone number	0118 926 6277

Waterside Early Care and Education Centre registered in 2008. It is situated in Thames Valley Business Park, on the outskirts of Reading, Berkshire. The nursery is open five days a week from 7.30am to 6.30pm, all year round. The provider employs 29 staff to work with the children. Of these, 18 staff hold qualifications at level 2 or above, including 13 with level 3 qualifications and one staff member with a level 5 qualification.

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