

Inglewood Day Nursery

Inglewood House, Sonning Lane, Sonning, READING, RG4 6ST

Inspection date	18/07/2013
Previous inspection date	11/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are happy, confident, well motivated and relate well to the staff and visitors. This is enhanced by the strong routines and familiar key people within the setting.
- All staff promote communication and language development exceptionally well. They listen attentively, provide a narrative and ask open questions relevant to the children's age, encouraging children to recall and extend their learning.
- Staff monitor children's development exceptionally well making clear observations of the progress they are making and identifying potential next steps.
- High quality information is shared with parents about aspects of child development through informative displays.
- Leadership and management are strong and supportive, with a clear focus on providing an excellent provision where children's needs are paramount.
- Children benefit from the wonderful outdoor areas which enable them to freely explore and develop their skills in the fresh air and natural light.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the premises and resources with the manager.
- The inspector observed the children at play.
- The inspector examined records and documents provided by the manager.
- The inspector spoke to three parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

Inglewood Day Nursery and College Limited registered in September 1992 and re-registered to be part of Bright Horizons Family solutions in 2012. It operates from its own premises in Sonning, Berkshire and is within easy reach of the A4 road. There is an extensive fully enclosed garden available for outdoor play. The nursery is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery also operates a holiday play scheme for children who previously attended the nursery or have siblings attending the nursery. The nursery is open Monday to Friday 7.30am until 6.30pm for 51 weeks of the year. There are currently 317 early years children on roll. Children attend for a variety of sessions and those children who are eligible are in receipt of funding for the provision of free early education. The nursery serves the local community and beyond.

The setting is an accredited training centre for early years qualifications. They employ 61 members of staff. Of the permanent staff, 33 hold relevant childcare qualifications. Of these, five are qualified to Early Years Practitioner Status, qualified teacher or degree level. Many of the students hold a level two qualification and are now working towards a level 3.

What the setting needs to do to improve further

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

- provide a greater range of daily opportunities for the children in Holly and Holly 2 rooms to extend their physical skills further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The knowledgeable staff team successfully strives to provide children with an excellent broad variety of activities in this well-organised environment. This helps to ensure children make excellent progress in all areas of development. For example, many children leaving for school are early readers. Children use books independently throughout the nursery, they are displayed attractively and staff read to them frequently. They learn about the sounds that letters make in preparation for learning to read. Every staff member provides an excellent example of how to encourage communication and language development

relevant to the abilities of the child they are caring for. They provide a commentary to activities and respond to babies' vocalisation as though they fully understand and are having a conversation. They extend children's thinking by asking open questions. For example, 'what will happen if...?' Or 'what could we do...?.'

Children learn about the world around them as they make very good use of the outdoor environment. They are beginning to learn about nature and the lifecycle. They grow flowers and vegetables in the garden. The produce is eaten in nursery providing an opportunity to talk about eating healthy fresh vegetables and fruit. Children and staff have created a 'bug' garden, where items are carefully placed to encourage bugs to create homes. The children explore this area with supervision and make discoveries about the mini beasts.

Children experience excellent opportunities to develop their physical skills in the fresh air and natural light as they all have outdoor activity each day. Children demonstrate their increasing skill as they follow the path on their bikes and some notice how it is harder to ride up the path than down. The babies increase their mobility as staff encourage them to stretch, crawl and stand. Interesting resources help to develop their senses as they explore textures and colours, both indoors and in their own small gardens. The baby unit rooms are large and spacious providing plenty of room for young children to develop their physical skills. Generally good use is made of this space. However, in two of the baby unit rooms, staff do not always provide sufficient opportunities indoors for children to develop their physical skills. For example, by providing equipment to enable them to experience walking on different surfaces, climb on, crawl through or push. Staff encourage children to think about mathematical ideas in their everyday activities. For example, in the role play coffee shop the adult asks for two coffees and asks how much they cost. She counts with the child. Children demonstrate increasing awareness of shape, position and size as they complete puzzles and build with the bricks.

The enthusiastic and motivated staff team provides high quality learning opportunities for the children throughout the nursery. This results in the children making excellent progress in all aspects of their learning and development. The development records indicate staff value the knowledge of the children's parents. They seek their comments and work in partnership to create a clear record of the child's progress. Observations are high quality and indicate clearly the potential next steps in learning. These next steps in learning and development are encouraged consistently as all staff are made aware of them. This enables them to seize opportunities to encourage and extend children effectively.

The contribution of the early years provision to the well-being of children

The staff are highly effective role models to the children. They speak politely and calmly to the children and each other. Children are encouraged to use good manners and learn right from wrong. They learn to share and take turns and are beginning to show awareness of feelings and how actions can affect other people. Staff are consistent in their expectations and consequently the children behave well.

Every child has a key person who takes responsibility for engaging with parents and monitoring the child's progress in the nursery. This provides a reliable and familiar link for parents in this large setting. A character called 'Candy Floss' helps to encourage children's awareness of safety. For example, visitors wear a 'Candy Floss' visitor's badge so children know they are safe people to talk to. The character is used to get across many safety messages to the children. Children learn how to evacuate the premises swiftly with the staff if they hear the alarm. Swimming lessons are provided in term time and all children are encouraged to learn to swim for their own safety. Staff are developing children's awareness of safe behaviour through their activities. For example, they learn to use knives to cut fruit for snack and they learn about road safety when they go on outings in the local community. Highly impressive systems are in place to monitor sleeping babies ensuring they are safe and comfortable.

Significant measures are in place to ensure the premises are clean and well maintained. The nutritious menu is carefully planned by the company to ensure children enjoy a healthy balanced diet. All the meals are cooked freshly on the premises and the recipes are available for parents to use at home if they wish. The menu is clearly displayed enabling parents to plan taking into account the food offered in nursery. Baby bottles and feeds are freshly prepared for the babies in the milk kitchen each day. Sensible measures help to ensure that children's dietary needs are managed effectively. All the rooms have an area where the children can access their water cups easily and independently. Children demonstrate an increasing awareness of good hygiene routines as they independently get tissues and wash their hands. Staff talk to children about good hygiene routines and set a good example through their actions. Children are learning about safety in the sun. They do not go out in the garden in the hottest part of the day when it is very warm. Staff ensure children wear sun hats and sun cream and regularly reapply the cream throughout the day to ensure children do not get sunburn.

Familiar people and routines help the children to feel confident and secure. They settle quickly and engage in the many activities happening around them happily. Staff fully understand the need for children to have busy and restful times in order that they feel contented and happy. The younger children's rest time is managed quietly and calmly, which enables the children to quickly settle. Many look at books for a short while on their beds and then put their book down and snuggle down for a sleep. They awake refreshed and ready for play. Babies always sleep in the same cot enabling them to become familiar with their sleeping environment.

Exemplary care is taken to manage moves within the nursery or on to school. An informative display helps to inform parents about how they can help their child through changes. Children visit the rooms they will be moving to on a number of occasions with their key person. Parents are provided with information about the move in order that they can become familiar with the new staff and environment too. When children have siblings in the nursery arrangements are made for the children to visit each other regularly. For the older children the move to school is managed carefully. They learn about school and what happens, they try on uniforms and practise getting ready for physical education sessions (PE). Teachers from school visit the nursery in order to see the children in their play environment. An informative summary of the child's learning and development is provided for parents to give to school. This helps to ensure they understand the

individuality and skills of each child.

The effectiveness of the leadership and management of the early years provision

The highly impressive leadership and management team demonstrate an excellent understanding of the requirements of registration. All the required records are maintained and they inform Ofsted of any notifiable events. Very well organised systems are in place to ensure staff understand their safeguarding roles. Staff are confident of what they must do if they are concerned about a child in their care or if they are concerned about the behaviour of a colleague. The company has a whistle blowing system in place which all staff are aware of.

As part of a large company, strong recruitment strategies are in place to ensure people are suitable for their roles. References are sought and suitability checks are undertaken on all staff. Staff are aware that they must notify their employer if their suitability changes. Staff are all encouraged to develop their skills through further training opportunities. They also undertake online training covering various relevant topics. A well organised induction helps to ensure each new staff member is supported in settling into the nursery to become an effective member of the team. A variety of meetings are regularly held in addition to individual annual appraisals. These all help to ensure staff are well informed and remain motivated. The nursery reflects on practice regularly, seeks parental opinions and has also set up a children's council. The children's council is a group of the oldest children who share their ideas about what would improve the nursery. For example, their ideas have contributed to the development of the gardening activities. This is a highly reflective environment where they continuously seek to improve and adapt to changing needs.

Partnerships with parents and other professionals are very well developed. Parents speak exceptionally highly of this setting. They say staff are very welcoming and approachable and their children love attending. A variety of high quality information is displayed for parents to see relating to many aspects of child development and learning. This includes topics such as potty training, transitions and weaning. Parents feel very well informed about their children's progress.

The nursery has links with a qualified health visitor who now regularly visits the nursery. She will weigh and undertake checks if parents wish at the nursery. The nursery has good links with local schools and has worked effectively with a variety of other professionals who have been involved with children. They share and seek information from other providers which children may attend in order to provide continuity in the child's care. They welcome the advice and support of the local authority advisers to continually strive to develop their service.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY375598
Local authority	Wokingham
Inspection number	923870
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	187
Number of children on roll	317
Name of provider	Inglewood Day Nursery and College Limited
Date of previous inspection	11/09/2009
Telephone number	0118 9448 338

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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