

Holme Park Day Nursery

Holme Park Farm Lane, Sonning, Reading, Berkshire, RG4 6ST



Inspection date	17 August 2017
Previous inspection date	16 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 manager and staff have a good understanding of how children learn. They provide a wide range of stimulating and challenging activities indoors and outdoors. All children make good progress from their initial starting points.
- The manager and staff are good role models. They have a warm relationship with children and help them understand behavioural expectations. Children are tolerant and kind. They learn very quickly to share and take turns.
- Partnerships with parents are good. Parents are kept very well informed about their children's progress and how to support this at home. Parents are unanimous in their praise for the staff team. They comment that they value the care their children receive.
- The manager provides good leadership for her staff team. She evaluates the setting regularly and recognises the strengths and any areas for further development. She has addressed the recommendations raised at the last inspection to maintain good-quality teaching and good outcomes for children.

It is not yet outstanding because:

- On occasion, some staff do not recognise opportunities that arise to extend children's early interests in mathematics to the highest possible level.
- Some routines are not managed as well as others. Younger children sometimes become restless while they wait to engage in meaningful learning experiences.

What the setting needs to do to improve further

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

- develop staff knowledge and understanding of how to further extend children's early interests in mathematical language and concepts to the highest levels
- review the organisation of some routines so that all children stay focused and engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a range of documentation, including attendance and 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 spoke with members of staff and children at appropriate times during the inspection and held meetings with members of the management team.
- The inspector completed a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in safeguarding legislation. They understand the procedure to follow if they have a concern about a child's welfare. The manager follows rigorous recruitment, vetting and induction procedures to ensure all staff are suitable for their roles. The manager monitors and tracks children's development. Swift interventions are put in place to close any identified gaps in learning. The manager works alongside her staff team to support children's good outcomes. Staff have regular one-to-one supervisions, team meetings and appraisals to help evaluate the impact of their teaching. The manager and staff are committed to their ongoing professional development and are keen to further their knowledge and skills. For example, targeted conflict-resolution training has improved their understanding of children's differing behaviours. Good links are established with schools and other settings to help ensure continuity in care.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's achievements. Overall, they use this information well to plan for children's ongoing learning. Staff support children's communication and language skills well. For example, they engage older children in conversations and encourage them to discuss their ideas. They model new words to younger children, such as 'antelope' and 'mammal'. Staff support children to use and develop their senses. For example, younger children enjoy exploring the texture of sand and paint. Older children have great fun with sound and vibration using pipes and crab shells. Staff encourage children to be imaginative in their play. There is much laughter as children become 'pirates' and 'firefighters'. Children test out their early design skills. For example, they build pretend walls using bricks and make cakes out of clay.

Personal development, behaviour and welfare are good

Staff support children's emotional well-being right from the start. They develop positive relationships with all children and get to know them well. Staff teach children to be independent and develop a healthy lifestyle. For example, they talk to them about healthy eating and encourage them to take responsibility for their own care needs. Children learn to take risks as they play. They use the outdoor play areas daily and delight in exploring. Children begin to develop their understanding of people who are different to them, through their explorations of different cultural and religious festivals.

Outcomes for children are good

All children are well prepared for the next stage of their learning and for the eventual move on to school. They are confident learners and socialise well. All children develop their early writing skills. For example, younger children make marks with chalk and older children confidently write and sound out the letters of their names. Children's literacy skills are developing well. They sit alongside staff to look at favourite books and excitedly join in with storytelling activities.

Setting details

Unique reference number	EY339360
Local authority	Wokingham
Inspection number	1070816
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	56
Number of children on roll	69
Name of registered person	CR Childcare Ltd
Registered person unique reference number	RP527859
Date of previous inspection	16 September 2014
Telephone number	01189 695545

Holme Park Day Nursery registered in September 2006 and is located in Sonning, Berkshire. The nursery is open every weekday from 7.30am until 6.30pm, all year round, except for public holidays and the week between Christmas and New Year. There are 13 members of childcare staff. Of these, one holds qualified teacher status and seven hold appropriate early years qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

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