

Inspection of Park Day Nursery

8 College Road, Reading, Berkshire RG6 1QB

Inspection date: 3 April 2023

Overall effectiveness	
Outstanding	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

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KELLY MARIE
CHANDLER
17/08/26

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E. RAVEN
17/08/26

Steph

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Kelly Marie Channon

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E. Raper

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What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate high levels of energy and excitement as they enter this safe and nurturing nursery. They have excellent emotional attachments with staff and flourish in their care. Children are extremely motivated and eager to engage in the wide range of stimulating learning experiences staff provide. For example, young children select their favourite books and cuddle up with staff to read stories. They are highly imaginative and look for props to retell the story in their own words.

Staff nurture children's enthusiasm for exploring and investigating and consistently encourage them to problem-solve and test out their ideas. For instance, babies squeal with excitement as they run balls down tubes. With support from their older peers, they delight in catching them at the other end using different objects. Toddlers collect natural resources from around the garden and experiment with water flow. Pre-school children delight in science experiments and discover what happens when they make marks with frozen paint. Children's behaviour and social skills are outstanding. Staff celebrate, reward and share children's kindness and good behaviour, which promotes children's emotional security even further.

Staff work exceptionally well with parents and other professionals to ensure first-rate early intervention. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make outstanding progress from their starting points.

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

- Staff plan an inspiring curriculum which is informed by their meticulous observations and assessments. They use a wealth of inventive ways to expand and reinforce children's knowledge. For example, when toddlers excitedly spot birds in a tree, they offer them binoculars and motivate them to explore what they see. They are extremely responsive to children and seize the moment to extend their sentences.
- The management team strive for excellence and oversee the running of the nursery exceptionally well. All staff undertake targeted training which has a direct impact on the quality of their teaching. From this, they have introduced even further strategies to support children's understanding of the importance of exercise. Staff praise the excellent coaching and support they receive.
- Staff plan outstanding first-hand experiences to help children learn about their local community. For instance, children visit the local care home and delight in sharing resources and activities with the elderly. They visit the library and take exciting trips to the nearby town. Staff involve them in all aspects of their exciting adventures, and support them to think about and plan their journey. This helps to ignite children's interest in the wider world.

- Staff have extremely strong partnerships with parents. Parents comment that the care and learning their children receive is phenomenal. They value the excellent initiatives, such as home visits and learning resources available for children to take home, which they say further complements the outstanding progress their children are making.
- Children consistently demonstrate that they can accomplish tasks independently. Young children sweep up after messy play and help staff set up the tables ready for lunch. Older children help themselves to water throughout the day and demonstrate a remarkable ability to problem-solve and negotiate ideas for play.
- Children develop remarkable language and literacy skills for their young age. For instance, babies delight in listening to staff play the guitar and excitedly select nursery rhymes using resources, such as books and props. Pre-school children show passion and expression as they enthusiastically act out their favourite stories in the garden. Toddlers thrive on challenges set by staff, and confidently use positional language as they hunt for Easter eggs in the garden.
- Staff support children's physical development exceptionally well. Younger children thrive and build on their core strength, as they carefully make their way over climbing walls. Toddlers enthusiastically dig in the garden and tell their friends that they are strong because they ate all their vegetables at lunchtime. Staff build on safety lessons during a forest school session. Children become skilled and confident in their abilities.
- Children support each other when challenges arise and are able to resolve small disputes positively. For example, when they are unable to fit into their carefully built construction, they work together to plan how many shapes they need to make it bigger.

Safeguarding

The arrangements for safeguarding are effective.

Staff continually update their safeguarding training and have an in-depth understanding of child protection issues. The managers regularly test staff's knowledge, such as through scenarios and on-the-spot questions. Staff can recognise a wide range of signs and symptoms of abuse, including the risks associated with radicalisation. They promptly refer concerns on, to keep children safe from harm. Staff are deployed well and closely supervise children to promote their welfare. They carry out stringent risk assessments to promote children's health and safety.

Setting details

Unique reference number	EY462198
Local authority	Reading
Inspection number	10276736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	98
Name of registered person	Park Day Nursery (Reading) Ltd
Registered person unique reference number	RP907735
Telephone number	0118 926 8892
Date of previous inspection	31 July 2017

Information about this early years setting

Park Day Nursery registered in 2013. It is situated in Reading, Berkshire. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. There are 27 members of staff working with the children. Of these, five hold level 6 qualifications, two hold level 5 qualifications and 13 hold qualifications at level 3. Two members of staff, including the manager, are also qualified forest school leaders. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jane Franks

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and provider. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector and the head of academics and teaching carried out a joint observation of an activity.
- The inspector spoke with children, staff and parents during the inspection. She also viewed written feedback.

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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Park Day Nursery

8 College Road, Reading, Berkshire, RG6 1QB

Inspection date

Previous inspection date

31 July 2017

4 February 2015

The quality and standards of the early years provision

This inspection: **Outstanding** **1**

Previous inspection: **Good** **2**

Effectiveness of the leadership and management

Outstanding **1**

Quality of teaching, learning and assessment

Outstanding **1**

Personal development, behaviour and welfare

Outstanding **1**

Outcomes for children

Outstanding **1**

Summary of key findings for parents

This provision is outstanding

- Staff plan exceptional experiences for children based on their interests. They make the very most of every opportunity to extend children's learning so that they become motivated and inquisitive learners. Children show a deep love for learning. They make rapid progress and are extremely well prepared for their move to school.
- Staff are extremely effective in teaching children how to manage their own behaviour. They sensitively help children to talk about their feelings and promote an environment that fosters mutual respect and trust. Children show very strong emotional security and develop excellent relationships with staff and each other. Staff manage children's behaviour with exceptional sensitivity.
- The inspirational management team has high expectations and maintains the high levels of achievement for all children. Leadership is forward thinking and the members of the team have a wealth of impressive skills, experience and expert knowledge between them, which is used to excellent effect. Staff are highly reflective of their practice, which contributes towards sustained, ongoing improvement.
- Partnerships with parents are excellent. Staff include parents in their children's learning exceptionally well at every opportunity through a range of innovative ways, including home visits, stay-and-play sessions and family fun days. They actively gather their views, for example, via a joint initiative with a local university, and quickly act on suggestions for improvement.

What the setting needs to do to improve further

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

- review further the organisation of mealtimes.

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 spoke with staff and children during the inspection.
- The inspector completed a number of joint observations of teaching with the manager.
- The inspector held a meeting with the owners and the leadership team.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is outstanding

The owners continually strive to achieve the highest standards for children. They strategically monitor the nursery's provision and work closely with other leaders to make focused and sustained improvements. There is a highly targeted programme of continuous professional development. Training is purposeful and the impact evaluated with great efficiency to ensure that staff use the knowledge gained to continue to provide the very best outcomes for children. For example, recent 'sing and sign' sessions have successfully expanded on the ways staff help young children to communicate their needs. Children's progress is precisely monitored and analysed. Staff very efficiently implement targeted learning plans where they identify progress as less than typical, to close any gaps. Safeguarding is effective. Staff work closely with outside agencies to support families in need of additional support. They are highly vigilant about children's welfare and swiftly take action if they note any concerns. Recruitment and induction procedures are robust. Staff deployment is effective and ensures children's safety. Leaders make excellent use of additional funding to widen children's learning experiences further.

Quality of teaching, learning and assessment is outstanding

Staff are attentive listeners who never miss an opportunity to help children think more deeply or to encourage them to explore and find their own solutions to any problems they encounter. They use innovative ways to engage children, including those at risk of underachieving. For example, children excitedly share how they stroked a 'dragon' during a visit from a reptile handler. They delight in exploring the forest area for bugs and skilfully identify what type of bugs they find using information books. Babies enjoy a wide range of sensory play. Toddlers excitedly splash soapy water in the garden as they work well in partnership with older children to clean toys and equipment in the garden.

Personal development, behaviour and welfare are outstanding

Staff promote children's safety and welfare to an exceptionally high standard. Children play an active role in assessing risk as they check the outside area is safe before going outside to play. Children learn that their views matter and are acted upon. They feed back their ideas through the children's council. Children have excellent opportunities to learn about others outside their immediate community. For example, they learn how an assistance dog can help people in their homes. Children practise physical skills using a wide range of resources and develop confidence in their own abilities, for example, they balance on logs in the forest area. Staff are considering ways to enhance some of the daily routines, such as lunchtimes, to maximise further on learning opportunities.

Outcomes for children are outstanding

All children make exceptionally rapid progress in their learning. This includes children who learn English as an additional language and those in receipt of additional funding. Children relish drawing and practising early writing. They adeptly use numbers for counting, comparing and problem solving. Children focus on activities for sustained periods and benefit from limitless opportunities to expand these activities in their own way. They rapidly gain the skills needed for their next stages in learning.

Setting details

Unique reference number	EY462198
Local authority	Reading
Inspection number	1109330
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	90
Number of children on roll	124
Name of registered person	Park Day Nursery (Reading) Ltd
Registered person unique reference number	RP907735
Date of previous inspection	4 February 2015
Telephone number	0118 926 8892

Park Day Nursery registered in 2013. It is in Reading, Berkshire. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery school receives funding for two-, three- and four-year-old children. There are 29 staff working with the children. Of these, 19 staff have a level 3 qualification or above, two staff hold qualified teacher status and a further two staff hold early years teacher status. The manager is also a qualified forest school leader, and the deputy holds a postgraduate qualification in early years education.

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