

Inspection of Northumberland Day Nursery

14 Northumberland Avenue, Reading, Berkshire RG2 7PW

Inspection date: 11 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming and safe nursery. They quickly settle as they find their favourite activities in the exciting environment the staff have carefully created. The outside space is thoughtfully resourced, including natural materials for children to freely explore. This encourages imagination, as well as physical development. During a sudden downpour, staff actively encourage children to experience the fun of splashing in puddles and collecting rainwater in different-sized pots. These opportunities help to develop children's language skills as they talk excitedly about what they are doing. Staff further extend children's curiosity and interests as they allow children to watch ice droplets melt in their warm hands. Children demonstrate their knowledge well by explaining clearly that the ice melts due to the warm temperature of their hands.

The manager and staff evaluate their practice effectively and identify areas that they can improve. Recently, they have reflected on the organisation of the room for two- to three-year olds to enhance children's access to resources. Changes in the baby room have enabled young children to be more physically active inside. These changes have made a positive impact on children's development, behaviour and levels of concentration.

Children with special educational needs and/or disabilities are supported well. All children are motivated learners, who make good progress and develop positive attitudes towards their learning. They are prepared well for their future learning.

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

- Staff have a very good relationship with parents. They talk to them about what children have been doing and find out information about children's interests at home. Staff use a range of methods to communicate with them. These include regular meetings and online communication, as well as talking to parents about their child's day. Parents feel that the staff keep them really well informed.
- Overall, staff support children's communication and language skills well. They sing various songs and rhymes and introduce new words during play. Staff provide children with narration as they play and learn. However, occasionally, this can be too much and hinders children's ability to take in the language or have sufficient time to respond.
- Staff attend a range of training to strengthen their practice. For example, staff working with children aged under two years have attended training on safer sleeping and have reflected and adapted their practice as a result of this. This has improved the safety arrangements provided for babies, particularly at nap times.
- Staff manage children's behaviour effectively. They are good role models. Staff

are kind and caring and develop strong bonds with the children. They teach children to be polite, kind to each other and to share and take turns. Staff teach children to develop a sense of right and wrong. Staff's interactions increase children's focus and concentration. This means children engage well in their learning and are quick to act on instruction. Staff remind children to use their 'kind hands' with their peers and use 'indoor voices' to promote children's positive behaviour. Staff introduce simple signing to support children with limited spoken language, and English as an additional language, to communicate.

- Leaders provide staff with regular supervision meetings to support them to fulfil their roles. However, at times, they do not support less confident staff effectively during play to further enhance the delivery of the curriculum. This means that teaching is not always of the highest quality.
- Staff support children to develop an awareness of healthy lifestyles. During lunch and snack times, staff talk to children about the benefits of healthy food choices and regular exercise.
- Staff implement strategies for early intervention well and ensure that children make good progress. Staff initiate action plans to support children before a referral has been made to outside agencies. This ensures that children's individual needs are met swiftly and effectively.
- Children practise self-care and independence skills, such as serving their own lunch. Additionally, older children concentrate in group phonics sessions. They learn how to read and write short words. This helps their literacy skills. Children write their names with care and accuracy on a whiteboard with careful help from a member of staff. Staff praise the children's achievements. Children show their obvious pride as they cheer themselves and each other.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have secure knowledge of the different types of abuse and key indicators for concern. They know the correct procedures to follow should they have concerns about a child's welfare, including allegations against another staff member. There are procedures in place to minimise risks, indoors and outdoors. Children learn to identify hazards, as they take part in risk assessments before they transfer into the outdoor play space. The manager ensures that staff attend a wealth of training on child protection to keep their knowledge and skills up to date. They are familiar with the local authority's procedures to follow to refer concerns swiftly

What does the setting need to do to improve?

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

- build further on professional development opportunities for staff, to raise the

quality of teaching and learning to the highest level

- support staff to provide children with sufficient time to process information and respond.

Setting details

Unique reference number	EY315776
Local authority	Reading
Inspection number	10280082
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 at time of inspection	1 to 4
Total number of places	55
Number of children on roll	51
Name of registered person	Complete Childcare Limited
Registered person unique reference number	RP900874
Telephone number	01189 875943
Date of previous inspection	13 September 2017

Information about this early years setting

Northumberland Day Nursery registered in 2006. The nursery operates from a house in South Reading, Berkshire. The nursery is open each weekday, from 7.30am until 6pm, for most of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff who work with the children. Of these, eight hold relevant early years qualifications.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- This was the first routine inspection the setting 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 manager and the inspector completed a learning walk, where the manager explained the intentions of the curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and written feedback.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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