

# Jubilee Day Nursery

Inspection report for early years provision

---

**Unique reference number** 507893  
**Inspection date** 19/10/2009  
**Inspector** Alison Jane Kaplonek

**Setting address** Paddock View, Rectory Road, Padworth Common, Reading,  
Berkshire, RG7 4JD  
**Telephone number** 0118 9701600  
**Email** info@patol.co.uk  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Jubilee Day Nursery opened in 1979 and is privately owned. The Nursery operates from a large, purpose built, two storey building in the rural location of Padworth Common in West Berkshire and is open from 07:30am until 6.00pm, five days a week. The setting serves families from a wide area. The nursery opens for 51 weeks of the year. Full and part time care is offered. Access to the building is good. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 163 children under the age of eight years may attend the setting at any one time, not more than 140 of whom may be in the early years age group, and not more than 45 of whom may be under two years of age. Care is offered to older children in the school holidays at the Jubilee Jets holiday club. There are currently 175 children on roll in the early years age range. The nursery is able to support children with special educational needs and/or disabilities.

Forty staff, including the manager, work in the nursery. Thirty staff hold relevant childcare qualifications, two have Foundation degrees at Level five, sixteen have NVQ (National vocational qualification) at Level three and twelve at Level two. Seven are on training courses at present. The setting receives support from the Early Years development and Childcare partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff work hard to create a welcoming, comfortable and stimulating environment where children are safe and settled and their individual needs are well met. Children enjoy worthwhile and interesting experiences of the Early Years Foundation Stage (EYFS) and make generally good progress in their learning and development. The manager, deputies and staff work closely together to carry out self-evaluation and to identify any areas for development. They quickly implement changes, ensuring continuous improvement takes place.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure use of the electronic entry system is monitored at all times.
- continue to develop the assessment and planning systems for both the indoor and outdoor environments, to ensure these are clearly linked to the next steps for each individual child's learning.
- increase staff's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework to ensure that all children are consistently challenged in their learning.

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

The nursery manager, her deputies and staff work well together to ensure the setting is well organised and operates efficiently on a day-to-day basis. They are very clear about their roles and responsibilities and deploy themselves well. All staff support children effectively as they move freely around the indoor and outdoor environments, ensuring their safety at all times. They have clear procedures in place to ensure children move safely between the nursery and the woods nearby. The premises are secure and parents use an electronic system to enter the building, although their use of this system is not always monitored. However, staff very quickly challenge any unknown visitors to ensure children are successfully safeguarded. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff receive regular appraisals which ensure that any future training needs are identified and courses applied for. Alongside a wide range of policies and procedures and accurate completion of records and risk assessments, this ensures that children's needs are well met and that they are fully safeguarded.

The day nursery welcomes all children and is able to support children with special needs and/or disabilities and those who are learning English as an additional language. Staff use a good range of positive images and resources within activities to enable children to learn about differences and respect for others. They provide children with a wide range of resources, both indoors and within the varied outdoor environment, many of which are easily accessible and enable children to initiate their own play for much of the time. The nursery has good links with the local community and children, staff and parents are involved in raising funds for both local and national projects. When it is time for the move from nursery to school, local school teachers are invited to visit, helping to make the transition as smooth as possible for the children.

Parents are provided with a wide range of information about the setting via a prospectus and regular newsletters. They are kept very well informed about their children's routines, menus and the EYFS, via information displayed on notice boards, day sheets for younger children and through daily discussion with staff. They have opportunities to attend parents' evenings when they can discuss their child's welfare and learning. The nursery has an open door policy and parents may visit at any time.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive at the setting happy and keen to participate. They quickly learn the daily routines and enthusiastically take part in the full range of activities provided. They move freely and confidently between the indoor and outside environments, making choices of activities and interacting well with both staff and their peers. They develop their independence and self-care skills as they put on their own coats and Wellington boots. Children are provided with a wide range of resources

and activities which enable them to make good progress in all areas of their learning.

Babies and toddlers learn to roll over, crawl or walk within safe surroundings. They enjoy feeling the texture of the Rice Krispies or dancing to the music as staff sing for them. They use their senses as they explore the contents of the treasure baskets or feel the sand or paint. Older children problem solve as they work out how to join the pieces of drain-pipe so that their cars will run smoothly down the hill. They use their imaginations and practise their mark making skills as they pretend to be in the office, answering the telephone and taking messages. Children competently and safely use a good range of tools as they cut and stick. All children enjoy listening to stories and are able to concentrate well in a group situation. Children's physical development is given good emphasis and they very much enjoy their outdoor play as they learn to jump, balance and climb, or explore nature in the wooded environment. They are learning to move with coordination and to control their bodies, as they walk carefully on the slopes in the garden outside or manipulate scissors and dough cutters and rollers. Children behave very well and respond to the praise and encouragement they are given by members of staff. They share and take turns and older children enjoy making up their own games together.

All staff complete observations and assessments and have a good knowledge of what each child knows and can do. They talk to parents about children's interests and capabilities before children start at the setting. Staff deploy themselves well and some use good questioning techniques to encourage children to think and work out their own solutions. Others are less confident in how to implement the learning and development requirements of the EYFS framework. Consequently, not all children are consistently challenged in their learning. Planning covers all areas of learning and ensures a range of both child led and adult led activities takes place for all age groups. However, at present the observations and assessments are not always used to identify or plan for each child's individual next steps. This is an area already identified by management and is being developed through staff training.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow clear hygiene routines when visiting the toilets and talk about healthy eating at meal times. All children are provided with nutritious meals which are cooked on the premises. Any health needs children may have are well met and meals adapted accordingly. A good number of staff are trained in first aid and any accidents or administration of medicines is accurately recorded. Children are well supported by staff and management, who carry out regular risk assessments and daily checks on the premises and equipment. Children learn how to keep themselves safe as they are reminded to be careful as they move around the indoor environment and to hold hands when out in the local environment or crossing the road. All children and staff take part in regular and efficient fire drills to ensure safe evacuation of the building. Children behave well and learn to play happily together, as they make up the rules to a game or negotiate turn taking.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met