

Inspection of Quackers Day Nursery

Quackers Day Nursery, High Street, Chieveley, NEWBURY, Berkshire RG20 8TE

Inspection date: 12 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and thoroughly enjoy their time at the nursery. They excitedly explore the wide variety of activities on offer. For example, babies giggle with glee as they explore the feel of streams of paper and throw them into the air. Older children excitedly busy themselves pretending to 'fix' a box. They eagerly work away using toy tools to help them. Children's confidence and ability to try new things is impressive.

Children have a wonderful sense of curiosity. For example, they delight in hunting for frost and ice in the garden. Staff enthusiastically inspire children and extend their learning very well. For example, they excitedly admire what children are finding, such as frozen water in bowls. They encourage children to proudly take the 'heavy' tray around the garden to show others. Children are learning about the world in exciting and engaging ways.

Leaders have lovely strategies for promoting positive behaviour. They are consistently used by all staff throughout the whole nursery. All staff have high expectations of children's behaviour. For example, they expertly support young children to take turns, and children often repeat the words 'my turn' and 'your turn'. Older children are very polite and regularly say 'please' and 'thank you' to their friends. Children have the skills they need to manage conflicts effectively. They are beginning to learn how their behaviour impacts others.

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

- Leaders have a clear vision to provide all children with an environment where they feel welcomed and grow into unique individuals. To achieve this, they work extremely well with parents and get to know the children and their families. Leaders prioritise supporting children's emotional development. They use recent training to plan individualised sessions for those children who may need further support. This helps children to learn the language of feelings and enables them to feel confident and secure.
- Overall, the curriculum is well planned and sequenced, and children make good progress in their development. For example, staff precisely plan for babies and support their personal, social and emotional development. Babies receive plenty of cuddles and explore a lovely range of resources appropriate to their age. However, there are times in the day when babies are included in activities with a larger group of children of different ages. At these times, babies do not consistently benefit from the same good level of focused attention to support their learning.
- Overall teaching is strong. However, due to the nursery staffing levels being directly impacted by the COVID-19 pandemic, the manager has spent more time

working directly with the children. She recognises that leaders have had less time to focus on improving teaching for less experienced staff. This has resulted in a small degree of inconsistency in the quality of interactions children receive. However, experienced staff know how to promote the different areas of learning, and have exciting ways to encourage children to learn new skills. For example, they enthusiastically sing familiar nursery rhymes and younger children clap and wiggle to the music. They joyfully join in with staff by banging on instruments and pretending to play the guitar.

- Staff focus on teaching children a wide vocabulary to help them to have strong communication and language skills. This helps children to develop a good spoken language. For example, while children explored the ice activity, staff taught them words such as 'magnifying glass' and 'slippery'.
- Staff and children have amazing bonds. Staff use their knowledge of the children and know when to stand back and promote their independence. For example, children 'huff' and 'puff', as they try and move laden wheelbarrows around the garden. They persevere and beam with joy as they navigate around corners and other objects. Children have an amazing way of using problem solving skills to extend their play.
- The nursery has very strong partnerships with parents. Staff share regular updates with parents about their children's learning and development. Parents particularly like the online journal and detailed daily verbal feedback. They are eager to share their views and say that the nursery offers a homely feel and staff are extremely friendly. They appreciate the wide variety of exciting activities, such as visiting the farm. Parents say their children are well prepared for school when the time comes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff attend regular training to keep their safeguarding knowledge up to date. For example, they understand how to recognise signs and symptoms if a child or their family are at risk of being radicalised. Leaders know where to report if they have concerns over a child's welfare. Staff detail well the whistle-blowing procedures and know how to report any allegation made about a colleague. Staff carry out thorough risk assessments for all outings. They use this opportunity to teach children how to keep themselves safe. For example, they talk about where to cross roads and how to do so safely.

What does the setting need to do to improve?

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

- strengthen the arrangements to coach and mentor individual staff to continually improve the quality of teaching

- support staff working with the youngest children to plan more precisely for babies at times they are involved with a larger group.

Setting details

Unique reference number	EY443361
Local authority	West Berkshire
Inspection number	10263213
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	0 to 8
Total number of places	69
Number of children on roll	78
Name of registered person	Quackers Day Nursery Limited
Registered person unique reference number	RP531440
Telephone number	01635 247555
Date of previous inspection	24 April 2017

Information about this early years setting

Quackers Day Nursery registered in 2012. It is open each weekday from 7.30am to 6pm, 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Including the owner, there are 28 staff who work directly with the children, 16 of whom hold appropriate qualifications at level 3. The manager and another member of staff hold qualifications at level 6.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses 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 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022