

# Inspection of Caversham Nursery School 0-3s

Cavershams Children's Centre, 114 Amersham Road, Reading RG4 5NA

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Inspection date: 1 April 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children at this setting are extremely happy, settled and independent. They are truly inquisitive and actively explore the stimulating learning opportunities available to them to choose from. Children have tremendous fun as they learn through real-life experiences. For example, when children want to make cakes, staff organise a nursery trip to the local grocery shop to buy the ingredients.

Children's behaviour is superb. They show exceptional respect for the environment and their friends. Children radiate confidence and give their best in everything they do. They adore the garden. Younger children skilfully master the small slide before moving on to the challenge of the larger one. Older children expertly ride around the winding track on trikes and scooters. They carefully manoeuvre around obstacles with great precision.

Children's contributions are valued highly by the staff who praise the children's high levels of engagement and perseverance when they play. They readily initiate interesting two-way conversations. For instance, they talk excitedly about the pranks they play on each other for April Fool's Day.

Children become self-motivated as they test out their own interests and ideas. They try hard to balance on tyres and use their arms with success. Staff have high expectations of what children can achieve. Children make exceptional progress from their individual starting points. Children are quick learners and gain excellent foundations for future learning. They listen intently during stories and discussions. Children retain information extremely well and show a very good recall when they answer questions. They are able to talk eloquently about the way characters feel in a story and how these may change depending on the events. Children intelligently relate these feelings to their own experiences.

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

- Staff's understanding of children's learning is inspirational. The extensive range of activities provided is well tailored to children's precise needs, interests and what they need to learn next. Children illustrate this as they create brick towers. They pay close attention to the order of the bricks so that they match the colours on a picture. Staff extend this further as they introduce new vocabulary, such as first, second and third, as the children build their towers.
- Staff pay excellent attention to deepen and broaden children's knowledge and understanding. For example, children learn about eggs and are supported to cook eggs in different ways, such as scrambled and making an omelette.
- Partnerships with parents are highly successful. Staff gain a wealth of information from the parents about what their children can and cannot do. They

work extremely closely with the parents and exchange ideas on how to help their children achieve their best. Staff plan a 'focus week' to gather new information about each child from their parents. Consequently, staff know children exceptionally well. This approach is highly effective as staff plan precisely to meet each child's individual needs. Parents speak extremely highly of the success of this approach as they learn new ways to teach their children at home.

- Leaders constantly plan and reflect on their existing outstanding provision. They meticulously identify where improvements are needed, based on their monitoring and observations. Leaders are highly motivated to maintain a strong focus on staff's professional development needs. Recent staff training on quality interactions has enhanced children's development immensely in all areas. Additionally, staff's well-being is a high priority. They participate in 'time to talk' sessions where thoughts and concerns are extremely well supported.
- Staff provide extensive opportunities for children to understand and respect different cultures in the wider world. Children hear words from different home languages, such as Hungarian, and compare these to their own. Children learn about many special occasions in their own life and those of others. For example, children share their experiences of Lunar New Year with immense pride.
- Staff place the utmost priority to develop children's communication and language skills. Children take great pleasure in retelling stories from pictures. They show exceptional recall and fluency as they say the events in 'The Little Red Hen'. This skill is further extended as children replace the main character with a different one. Children then consider how the story might change. This supports their acquisition of a much wider vocabulary and a deeper understanding of stories. Children demonstrate excellent early literacy skills and are exceptionally prepared for their next stage of education. For example, younger children recognise signs and labels in the environment. Older children learn to write letters correctly in their name.
- Children's ability to sing in tune and remember words to their favourite songs is exceptional. Younger children sing 'wheels on the bus' with actions. They use their expert memory skills to offer suggestions for the next verse. All children thoroughly enjoy the repertoire of songs they sing throughout the day.
- Leaders maintain outstanding links with other professional organisations for further support in children's learning. Staff accurately identify gaps in children's learning through regular observations, very early on. These gaps rapidly close with the involvement of professionals and the exceptional commitment of the staff for children to always achieve their best.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have an exceptional knowledge of how to keep children safe from harm. Staff demonstrate an excellent understanding of the potential signs and symptoms that may indicate a child is at risk of abuse. This includes wider safeguarding matters, such as exposure to extremist views. Leaders and staff know the

procedures to follow should they have a concern about a child's welfare. Leaders follow robust recruitment and vetting procedures to ensure all staff are suitable to work with children. Staff carry out regular risk assessments of the environment, indoors and outdoors, to identify and minimise risks to children's safety.

## Setting details

<b>Unique reference number</b>	EY479686
<b>Local authority</b>	Reading
<b>Inspection number</b>	10228097
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	33
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Caversham Nursery School Governing Body
<b>Registered person unique reference number</b>	RP533827
<b>Telephone number</b>	0118 9375429
<b>Date of previous inspection</b>	8 December 2016

## Information about this early years setting

Caversham Nursery School 0-3s has been operating since 2009 and re-registered in 2014. The nursery is situated in Caversham, Berkshire. The nursery is open from 8am to 6pm on Monday to Friday for 51 weeks a year. The nursery receives funding to provide free early education for two- and three-year-old children. The nursery employs 36 staff; 28 of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Sonia Panchal

## 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 nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a communication and language activity with a senior leader.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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