

Inspection of Mary Seacole Day Nursery & Family Support Unit

MAPP Community Centre, 22 Mount Pleasant, Reading, Berkshire RG1 2TD

Inspection date: 25 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

There is a real sense of family at this home-from-home nursery. The ethos for children to develop a sense of self-worth and self-confidence is seen across the setting, as children enter the nursery happily and settle quickly. They confidently talk to staff and share their experiences with others. Staff have high expectations of children, including children with special educational needs and/or disabilities (SEND). This helps all children to make progress and be ready for the next educational stage.

Children are kind to each other and follow the rules in place. Children are well behaved and listen to reminders from staff about waiting their turn and sharing resources. They show good levels of concentration and are familiar with well-established routines. For example, they line up patiently as they wait to go outside. In the garden, children participate in various physical activities to support their developing muscles and coordination skills. They climb, run and jump and respond well to staff's expectations as they remind them to take care and share. Staff provide children with opportunities to make marks using different tools, which helps to strengthen the muscles in their hands that are needed for later writing skills. Displayed examples of children's work show how children are able to write their own names.

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

- The manager and staff have worked hard since the previous inspection to create and implement effective strategies to communicate with other professionals working with children and families. Required assessments are now fully in place to ensure that any gaps in children's development are swiftly identified and support is put in place.
- Parents tell staff what children already know and can do when they start at the nursery. Regular assessments shared via an online app have developed continuous communication. In addition, parents receive guidance on supporting children's learning at home and comment they enjoy receiving photos and feedback. There are strong partnerships with parents. Staff communicate with them effectively. Parents are highly complimentary about the nursery. They comment positively about the staff and the progress their children have made since starting, such as in their language and social skills. Parents praise the manager for her compassion and commitment to their children's and their families' individual needs.
- Children enjoy books, song time and planned activities, which inspire them and reflect their interests. Staff regularly join children at their self-chosen play and activities and engage them in discussions and conversations. However, sometimes, staff's interactions do not fully consider children's needs to think and

respond with their own ideas and thoughts. Nevertheless, staff provide positive encouragement to help motivate children's learning. This helps to promote children's enthusiasm for taking part in play and activities.

- The nursery chef provides children with healthy, freshly cooked meals and snacks. Children learn good hygiene practices, such as washing their hands before eating. They are encouraged from a young age to feed themselves with cutlery, helping to promote their independence. Children peel bananas and oranges and learn about how fruits grow from seeds as they scoop them out of watermelons. They then discuss how they will need water and sunlight to grow.
- Children and staff come from a diverse range of cultural backgrounds, which is recognised and valued within the setting. For instance, they learn about a wide variety of festivals and religious events throughout the year. This helps children to learn about their similarities and differences in enjoyable ways. Older children go on outings, such as to the local library, and younger children learn about different cultural foods.
- Staff are good role models and encourage children to be thoughtful and kind. Children are delighted to take on the role of helper and take responsibility for small tasks, such as handing out plates at lunchtime. When children struggle with their emotions, staff are quick to offer guidance and support. They make sure strategies are in place to help children calm down and begin to manage their feelings and behaviour in the newly developed self-regulation tent.
- The manager has good systems to support staff's professional development. She looks to support any areas for further development with focused training. However, identified training is not always secured and some training is not always fully completed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use opportunities to support and encourage children to express and have time to respond with their own views and suggestions during planned activities
- extend professional development opportunities to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY297552
Local authority	Reading
Inspection number	10300410
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	31
Number of children on roll	52
Name of registered person	Mary Seacole Day Nursery & Family Support Unit Committee
Registered person unique reference number	RP525171
Telephone number	01183274349
Date of previous inspection	6 June 2023

Information about this early years setting

Mary Seacole Day Nursery & Family Support Unit first registered in 1991 and registered in the current premises in 2006. The nursery is open each weekday from 8am to 5.45pm, for 51 weeks a year. The nursery currently employs 13 members of staff who work with the children. The manager holds a relevant qualification at level 6, one member of staff holds a relevant qualification at level 7, six members of staff hold a relevant level 3 early years qualification and three members of staff hold a relevant level 2 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 manager and has taken that into account in her evaluation of the nursery.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- A joint observation was carried out by the manager and the inspector during a planned indoor activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, including evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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 2024