

# Chiltern Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	107981
<b>Inspection date</b>	31 January 2008
<b>Inspector</b>	Keriann Belcher
<b>Setting Address</b>	All Saints Church Hall, Oval Way, Gerrards Cross, Buckinghamshire, SL9 8PZ
<b>Telephone number</b>	01895 831098
<b>E-mail</b>	
<b>Registered person</b>	Frances Cameron-Wilson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Chiltern Nursery first opened over 40 years ago. It operates from a church hall in Gerrards Cross. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 until 12.00 and from 09.00 until 15.00 on Tuesdays and Wednesdays, during school term times only. All children share access to an outdoor area.

There are currently 34 children from 2 to under 5 years on roll. Of these, 30 children receive funding for nursery education. Children attend from Gerrards Cross and local surrounding villages. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 11 staff. Of these, four hold appropriate early years qualifications. Three people are working towards qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as staff follow good health and hygiene practices. Staff encourage them to wash their hands at appropriate times and to sneeze into their sleeve rather than their hand to prevent cross infection. Children's first aid and medication needs are attended to as three staff hold a valid first aid certificate. Medication records contain all of the necessary details and a record of accidents is maintained. Children are learning to keep themselves healthy as they talk about the importance of brushing their teeth when mentioned in the words of the song 'Here we go round the mulberry bush'.

Children are provided with nutritious snacks to encourage healthy eating, such as melon or mango. Parents provide their children's food if they attend for lunch. However, the nursery has facilities to ensure the food is stored appropriately. Children's independence skills are encouraged at snack time as they pour their own drinks and help themselves to fruit from a bowl. At lunchtime they eat their food with the staff close by to give support when required. Children can help themselves to fresh drinking water throughout the day and the nursery is part of the 'Cool milk scheme' which encourages children to drink milk.

Children use a wide range of resources which contributes to promoting their physical development. For example, children enjoy jumping in and out of hoops, move down the slide and manoeuvre bikes around outside in the fresh air. There are good opportunities to develop their fine motor skills as they cut with scissors and use paintbrushes and pencils for creative activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

All areas used by the children are bright and welcoming to both parents and children. The equipment used by the children both indoors and outdoors is of good quality and is well maintained. Children can move around and play freely in different areas due to the good organisation of the play room.

The secure entry system allows staff to check visitors to the premises and a record of them is kept. Staff are vigilant in supervising children and monitor the outdoor area when children are using this. However, this area is not sufficiently risk assessed to take into account the vehicles parked in this area. Staff are deployed effectively and generally take steps to reduce hazards, but one internal door is tied open and it is unclear if this is a fire door.

Children are safeguarded because there are written procedures in place for dealing with allegations of abuse in relation to both the children and staff. The procedure is made available for parents to see which ensures they are informed of the steps that would be taken.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at nursery, where they are making good progress in their development. Children are happy and settle well into the routine. They quickly find their name cards and confidently say goodbye to their parent or carer. Children are highly motivated and eager to

take part in activities. Staff know children well and have built up good relationships with them and their families. Staff ensure children's emotional well being is met by placing a strong emphasis on supporting and encouraging children with individual or additional needs to gain the maximum benefit from all the activities and experiences. The activities provided are tailored to each child's stage of development and ability.

Staff have a good understanding of providing an environment which encourages all areas of children's development; they experience and actively engage in fun, well resourced activities throughout the session. A good balance is placed between children's free play and focused activities.

### Nursery education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and how children learn and develop. Staff demonstrated very well that they know the intended learning outcomes. However, the activities are not formally planned to identify the learning outcomes or how they link into the Early Learning Goals. The curriculum is interesting, which motivates and excites children to learn. For example, digging for worms in compost or going on a treasure hunt in the surrounding outside area. Staff work directly with groups of children, encouraging and developing their thinking with open ended questions. Staff observe children's development which is recorded and transferred to their individual files when they move onto school. However, they currently do not record children's next steps for learning using a formalised system. Staff are in the process of devising a suitable method in liaison with the early year's partnership.

Children's attitudes to learning is very positive. They are motivated and eager to participate in all activities and spend long periods of time at their chosen task. Children have developed good relationships with each other and familiar adults. Most children speak confidently with adults and each other. Children enjoy the book corner and sit together sharing books and reading stories to the dolls. Staff are close by to read to individuals or groups of children, but are equally aware of the need for children to develop their own imagination. Some children can recognise and write their own names, children are beginning to be encouraged to mark make within everyday activities, such as labelling their art work.

Children learn letter sounds, such as "M" in fun activities incorporated in all the daily provision. For example, children play in the medical role play, read stories with the letter "M" in the title or explore mini beasts. Children develop their number and problem solving skills in various activities. They confidently count to 10 and are beginning to understand about adding and matching as they play card games. They learn about shape and size as they fit bricks of various sizes together.

Children's creative development is very well incorporated into the curriculum. They enjoy and learn to discriminate between music sounds, such as loud and soft and act out stories during the weekly music sessions. Children freely access the well resourced creative area where they can draw or stick with various materials. Children use their imaginative thinking well and persist with their creations. They enjoy mixing up paints for focused activities and learn about colour combinations and effects. Children trace letters in the sand tray or push a marble around the shape of the letter to develop their fine motor skills for writing.

## **Helping children make a positive contribution**

The provision is good.

Children settle in well at the nursery as the procedures in place enable children to feel secure. A profile is completed by parents prior to children starting to enable the nursery to give the best possible care to each individual child. Staff are aware of individual needs, for example dietary needs. Children learn about their own cultures and those of others through sensitively planned activities, such as making 'I love you' cards instead of traditional Mothers day cards.

Children's behaviour is very good because they are engaged in the range of activities provided. Staff continually promote positive behaviour, they are heard praising children throughout the day when they have done something well, been kind or when they have achieved. For example, when children sit still at group time. Children are learning to take turns and children help each other to find matching cards when involved in focused activities. Therefore children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good. Parents are given information about the Foundation Stage curriculum in a yearly information meeting. A parent's information area is available, where detailed information is displayed, such as policies and procedures, topic work and general childcare articles. Parents are happy with the friendly, approachable staff, the way the staff relate to the children and the verbal information they receive. Those parents whose children had previously attended the nursery, commented that they had seen an improvement in the curriculum as it now includes a balance between free play and focused activity.

## **Organisation**

The organisation is good.

Most staff working with the children hold a recognised childcare qualification and robust recruitment procedures ensure all staff are suitable to work with children. The required documentation is in place to ensure the smooth running of the nursery. The premises are well organised with the child in mind. The environment is set out to maximise play opportunities for children. Very high staff ratios are well maintained and ensure children are well supported at all times.

The leadership and management of nursery education is good. The manager works directly with the children and provides a good role model for staff. They have a good understanding of the Foundation Stage and work hard to develop practices and develop new ideas. However, there is not a formal system to record the learning outcomes and the planning of the activities linked to the Early Learning Goals. There is a strong commitment by the manager to improvement, training and the professional development of staff.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that the child protection procedure for the nursery include procedures to be followed in the event of an allegation being made against a member of staff. The policy has been amended to include the relevant information. This ensures children's safety and welfare is protected.

At the last nursery education inspection the provider was asked to develop a system for formally recording the expected learning outcomes of the planned activities. The provider has attempted

to devise a system, which the nursery found difficult to implement and are continuing to work. They were also asked to provide information to parents, to ensure that they receive written information about the Foundation Stage when their child receives funding for nursery education. Information is supplied to parents in the welcome pack and at an annual meeting for all parents.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review risk assessments to include the outdoor play and find out which doors are fire doors

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop a formal system to record the learning outcomes
- continue to develop a formal system to record planned activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)