

Chevening School Nursery

Inspection report for early years provision

Unique Reference Number	127098
Inspection date	15 October 2007
Inspector	Joanne Wade Barnett

Setting Address	Chevening Primary School, Chevening Road, Chipstead, Sevenoaks, Kent, TN13 2SA
Telephone number	01732 452895
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Registered person	The Trustees of Chevening School Nursery
Type of inspection	Integrated
Type of care	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.

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?

Chevening School Nursery was registered in 1993. It operates from a prefabricated building within the grounds of Chevening Primary School, Chipstead, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 until 11.45. There are additional afternoon sessions on Monday, Tuesday, Wednesday and Thursday from 12.15 until 15.00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from two to five years on roll. Of these, 38 children receive funding for early education. The nursery serves the families from the local community. The nursery currently support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs seven members of staff who work with the children. Of these, five members of staff hold appropriate early years qualification and all hold a current first aid certificate.

The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean. Children learn about the importance of hygiene through the routine of hand washing; they wash their hands after visiting the toilet and before snack. More able children are able to describe why they need to wash their hands.

The popular snack time is offered throughout the session and introduces children to a range of healthy choices such as, pears, raisins and apples. Children help themselves to the food of their choice; however they are not using a suitable plate or bowl to eat from. Fresh drinking water is available throughout the session to keep children's bodies hydrated.

Clear records and procedures are in place for accidents and the administration of medication and very careful thought has been given to allergies and records of snacks. Up-to-date first aid training has been undertaken by every practitioner and parents' permission is obtained to enable practitioners to act in the best interest of children if they become ill or have an accident.

Children thoroughly enjoy daily opportunities for physical play at pre-school; they run and jump in the leaves, balance on the beams, climb on the miniature assault course, crawl through tunnels and explore nature. Even in inclement weather children go outside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Children's safety is prompted in practice by practitioners and they have clear systems to keep them safe indoors and outdoors. Risk assessments enable practitioners to ensure that any outstanding safety issues are addressed promptly. Consequently children have a clear message and understand the importance of nursery rules regarding keeping themselves safe.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the room. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The manager and deputy supervisor have a sound understanding and share responsibility for safeguarding children. Practitioners continue to develop their knowledge and understanding of issues relating to child protection by attending relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen

to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers.

Systems of planning are undertaken regularly to incorporate fully the Birth to three matters framework, alongside the Foundation Stage curriculum. Careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development, opportunities for children to access materials that stimulate their senses and develop their creativity is well balanced.

Nursery Education

The overall quality of teaching and learning is good. Children arrive confidently and are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing songs and engage fully in exciting and interesting stories as a group. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned activities and excellent questioning techniques used by practitioners. For example, children enjoy the use of different size, shape magnets and engage in asking questions about what they can do. Opportunities for children to express and communicate ideas in role play continue to evolve.

All practitioners have a sound knowledge and understanding of the Foundation Stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance and staff use this as a working document with children as they guide spontaneous play and learning. Practitioners plan purposeful activities that provide opportunities for teaching both inside and outdoors. For example, children's concentration levels are increased when using play dough. They discover various size buttons inside the dough and become excited when they compare with friends how they can then make an imprint of their ear from the dough.

Children move around the setting with confidence and are supported well by practitioners to help them achieve the most from all activities. They are engaged, animated, interested and absorbed, as they select activities,

Helping children make a positive contribution

The provision is good.

Children are happy and settled at nursery. Many positive relationships are forged between the children who learn to share and take turns within the setting. Children learn the nursery rules and are able to explain them. They are very well behaved. Children's personal cultures are successfully acknowledged by practitioners who know the children really well. Resources and exploring different festivals, such as the Chinese new year, further support children's understanding of the differences in our society. A special educational needs co-ordinator within the setting works with outside agencies; she has a good understanding of her role to support children with learning difficulties and or disabilities. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Parents are very happy with the information they receive and are very well informed about their child's development and next steps in learning. Regular newsletters and information sheets inform parents of their child's care on a regular basis. Parents have access to their child's development records and are able to contribute to them and share what they know about their child. Practitioners provide a good range of information for parents, including an informative notice board with the planning displayed, regular newsletters, parent's prospectus. Currently information is limited to encourage parents to get involved with their children's learning at home. Systems to work with parents are effective and help to keep them informed about their children's care and education.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Children are settled and confident at nursery because they are provided with a regular routine. This includes times that they can relax, eat, play and be active. All adults who work at the nursery have undergone checks to establish their suitability because the provider applies robust recruitment procedures; for example, most practitioners are qualified and have criminal record checks. The attendance register shows that the setting is operating within the requirements of registration and the certificate is displayed to keep parents informed of the conditions of registration.

All the required records for the safe and efficient management of the setting and for the welfare, care and learning of children are understood by practitioners, maintained and stored securely. A range of recently reviewed policies are also displayed for parents to access if they wish. Time out is given to practitioners to maintain thorough records on each child which are shared with their parents. As a result, parents are well informed of their child's care, learning and play.

The Leadership and management of the setting is good. Practitioners work well as a team and are clearly happy in their different roles. They respond positively to the children and are kind and caring in their interactions towards them. Together they plan a range of activities that cover all areas of learning and identify children's needs and interests through observations. The manager has set in place systems to enable practitioners to have planned time out to complete developmental records. As a result development records contain lots of information about the children and their development. The team meet regularly to discuss the children's needs and the operational plan. Practitioners are supported in further training to enhance their childcare practice.

Improvements since the last inspection

At the last inspection the group were asked to review all documentation, policies and procedures to ensure clarity. The group have completed the policy document and regularly review and change documentation in line with current practice.

Complaints since the last inspection

Since the last inspection 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.

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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):

- consider providing children with plates or bowls to eat their snacks from

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):

- provide a range of information about how parent's can continue to promote their children's learning at home[this also applies to care]

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