

# Chiltern Nurseries Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY250794
<b>Inspection date</b>	22 February 2008
<b>Inspector</b>	Sue Boylan
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<b>Registered person</b>	Chiltern Nurseries Ltd
<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 Day Nursery is run by Chiltern Nurseries Ltd. It opened in 2002 and operates from three rooms within a single storey residential building. The premises are located within close proximity of Sutton Town Centre and hospital. A maximum of 22 children may attend the nursery at any one time. It is open each week day from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 44 children aged from three months to under five years on roll. Of these 13 children receive funding for nursery education. Children are usually from the local area. The nursery supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 10 staff members of staff to work with the children. Of these, eight staff including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children benefit from playing in a clean and warm environment. Staff provide good opportunities to develop their physical skills. They have daily access to a well equipped garden and enjoy being outside in the fresh air. Children like to participate in group games such as jumping and hopping together in a straight line and join in excitedly to play 'What is the time Mr Wolf'. They love the weekly 'Yoga Bugs' and 'Fit and Fun', these are two exercise activities to promote the good health of children.

Children's health is promoted because they look forward to a visit from the dentist, they talk about keeping their teeth clean and are beginning to think about foods that are good and bad for teeth, they cut out pictures from magazines and display on the wall. Children are learning the importance of personal hygiene, for example, they remember to wash their hands after going to the toilet and know why their hands have to be clean before eating. Babies and toddlers use wipes on their hands and faces before and after meals. There are effective hygiene procedures in place to help prevent the risk of cross contamination, for instance, adults remove shoes before entering the baby room, disposable aprons and gloves are worn by staff when changing nappies and serving out food.

Children enjoy varied and nutritious meals. The food is freshly prepared, mostly organic or farmhouse and takes into consideration individual dietary requirements. The six weekly menu includes daily helpings of fruit and vegetables, for example, for lunch children tuck into lasagne or fish pie. There is a substantial snack, such as crumpets given at around 10:00. Children look forward to sitting with their friends in small groups at meal times to chat to staff and each other. Water is available throughout the day, staff offer to younger children and older ones pour out their own drinks from a jug left on the side. This ensures children do not get thirsty and helps them to think about their personal needs.

Staff follow babies sleeping and feeding routines. This contributes well to their health and provides continuity of care. Staff respond appropriately when babies express their needs, both verbally and non verbally, for example, rubbing their eyes because they are tired and having a cuddle if feeling a little unsure. Babies enjoy the freedom of moving around and making choices with the toys. They thrive on close bonds with staff who are consistent and familiar, this means babies well-being is fostered.

Most staff are first aid trained so if a child has an accident or minor injury they are treated quickly and effectively. However, some of the dates of the supplies in the first aid box have expired. The clear sickness policy informs parents that children do not attend when they have an infectious illness. This protects their health.

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

The provision is good.

Children are cared for in an environment that is safe, secure and welcoming. Staff work hard to make sure children feel at home in the rooms that are bright, colourful and well maintained. Children's art work and photographs contribute to a sense of belonging and offer parents an opportunity to see what their children are involved in during the day. There is a varied selection of toys and resources that are stored to enable easy self-selection and are in good condition.

Children's safety is protected, for example, staff check sleeping babies every 10 minutes, an alarm is activated on the back door if it is open, everyone arriving has to ring a bell to gain entry and are accompanied when leaving to make sure the door is shut properly. Children are well supervised and staff are aware where a child is at all times, for instance, if an older one is not back from the toilet within a reasonable time, staff go and see. There is a daily check of the premises and a thorough risk assessment carried out if children are taken on an outing.

Fire safety is good because children are familiar with the emergency escape plan. Staff have received training in the use of fire extinguishers and children enjoy a visit from the local fire brigade, which reinforces the danger of fire. They are learning to keep themselves safe, for instance, staff remind them, 'not to run, you might help yourself' and children like to participate in the 'traffic club', so they can practise crossing the road safely.

Children's welfare is protected as staff have a good understanding of child protection. They know how to proceed if there are concerns a child is being abused or neglected. There is a clear written policy and staff attend child protection training on a regular basis.

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

The provision is good.

Children are happy, confident and relaxed. They readily approach staff for support indicating trusting relationships. They separate from their main carer and warmly greet their friends and staff by name on arrival. Staff are sensitive to children's needs, for example, they offer a cuddle if they see a child sitting alone and not joining in. Children confidently initiate their own play, for instance, talking enthusiastically about the furniture and people, relating it to their own family as they set up the small world house.

Babies and toddlers have good opportunities to experience texture play, for example, cooked red pasta, shaving foam and corn flour. They join in when it is time to sing, such as 'Twinkle Twinkle Chocolate Bar', shaking their musical instruments. Toddlers enjoy story time and listen intently to a favourite story, 'Maisie goes Camping'. Children's language is encouraged at every opportunity and toddlers take delight when the puppets talk to them, they laugh and smile when the cow and lion want more jelly and have a tummy ache for eating too much. Babies take pleasure as they clap their hands together when staff say 'bubble bubble pop'. They stroke babies heads when they are sitting close and make good eye contact when feeding from a bottle.

Staff have good understanding of the Birth to three matters framework. They plan well to provide a stimulating environment and make sure activities are changed regularly throughout the day so children continue to be challenged. Staff make regular observations of children's progress and are able to link their next stage in development into the planning. There are times during the day when children's needs are not always met, for instance, after rest time in the afternoon. They meet together in one room and if a story is read, younger children become restless and lose interest quickly.

### **Nursery Education**

The quality of teaching and learning is good. Children make steady progress towards the early learning goals and staff have a good understanding of the Foundation Stage and stepping stones. They plan the curriculum well and make sure all areas of learning are covered during the week. Staff make regular observations and monitor children's development carefully so

their next steps in learning can be identified. Staff are skilled at providing appropriate adult and child led activities. They are enthusiastic with the teaching and like to ensure the environment is stimulating. Children are eager to initiate their own play, such as feeding, dressing and changing nappies using dolls which are set up ready to use. However, there is not enough opportunity for children to make their own choices from the range of resources stored at their level.

Children's independence and self help skills are developing well, they pour out their own drinks, set the table for snack, put on their coats and go off to the toilet. They are forming close relationships with each other and like to sit together at meal times. Children enjoy communicating and benefit from the opportunities staff provide to extend their vocabulary. They like to chat about their holidays, going to the farm and what they did last night. Children avidly listen to a favourite story, such as 'Red Riding Hood' and 'Chicken Licken', when they predict what happens next in the book. They like to make marks, for example, drawing letters with a brush and water, using chalk to form patterns on the patio. Some children are beginning to form pictures with recognisable shapes of a person. Staff provide good opportunities to learn the sounds of letters, for instance, at circle time children eagerly offer words that begin with the letter and sound on the page of the 'finger phonic' book.

Children enjoy using programmable equipment, such as a computer, they are skilled at using the mouse and key board. They use tools stored in the garden when they help to plant, grow runner beans and herbs for the cook to use when cooking dinners for the nursery. They go independently to the water barrel with their watering can, turn on the tap and watch as it fills with water. However, there are limited opportunities for children to experience the local and wider community through regular outings to places of interest. Most children are able to recognise numerals, they attempt to copy a number and are beginning to make calculations, such as setting out the plates at snack and realising 'I need one more'. They love to be outside in the garden, children are moving with control and participate in a game, throwing and catching a ball, laughing loudly when the member of staff kept missing the ball when it was thrown back to her. Children are beginning to show an awareness of their personal needs and how their body works, for example, 'Can I have a rest after lunch because I'm tired'.

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

The provision is good.

Children are learning to respect others, for example, staff remind younger children when listening to a story, 'let's make sure everyone can see the book'. They are encouraged to use good manners and if wanting to interrupt somebody they say, 'excuse me'. Children welcome visitors to the nursery, such as a doctor and the police, who give a talk and show some equipment they use. They take delight in taking 'Penelope' to their house, this doll shares their everyday experiences at home and returns to nursery to tell her story.

There are opportunities to experience the local community with visits to the park, shops and library, sometimes walking or using public transport. They are beginning to appreciate the wider world through planned activities, for instance, making candle holders from clay for Diwali and moving dragons for Chinese New Year. All children are integrated into the day to day routine and staff work closely with other professionals and parents if a specific need is identified for an individual child. Spiritual, moral, social and cultural development is fostered.

Children behave well. They are polite and know what to expect in relation to the routine. Children's self-esteem is fostered when staff praise and recognise when they behave well, for

example, 'good manners', 'thank you for sitting so nicely' and 'you're a super star, well done'. There are positive strategies used to manage children's behaviour, for instance, an egg timer helps children to understand waiting for a turn. They watch the sand flow through and know it is their go at the computer or to paint when it has finished. Staff are good role models and talk to children in a caring, friendly and calm manner. This promotes children's emotional well-being.

There is good partnership with parents. They are kept well informed about the Foundation Stage and setting through displays, notice board, regular newsletters and the nursery prospectus. Staff see the importance of building positive relationships with parents which helps to promote continuity of care for the children. Parents are kept up to date about their child through written daily diaries, verbal feedback and formal meetings to discuss progress. The provider likes to obtain parent's views about the nursery and sends an annual questionnaire out so they can make suggestions and give ideas about the provision. Parents comments about the nursery include 'staff are very approachable', 'my child is happy here' and 'I like the support, friendliness and flexibility of the nursery'.

## **Organisation**

The organisation is good.

There are effective arrangements in place to ensure staff employed have appropriate checks. New staff have an induction and regular meetings maintain good communication. Staff are deployed to make sure ratios are met at all times. The nursery prefers to use a supply of bank staff to cover absence as they believe it is better to know the person working with the children, rather than using an agency.

There is a good procedure to assess children in the transition of moving. Staff decide by seeing if children have reached specific goals, before they go to a different room. This contributes to children's well-being. Time is mostly used well and children have good opportunities to experience quiet and active play. The operational plan is clear and there is a comprehensive range of policies and procedures. This helps to guide staff in their daily practice with the children and keeps parents informed. The required documentation is well maintained and contributes to children's health, safety and well-being.

Leadership and management is good. There are good opportunities for staff to attend training on the Foundation Stage and areas of learning. The manager is experienced in pre-school work and likes to be involved in working with the children. She is very much hands on and likes to lead by example when working with the children. There is good evaluation of the curriculum and the manager supports staff so they can make sure children receive a good standard of teaching and learning.

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

## **Improvements since the last inspection**

At the last nursery education inspection the provider agreed to offer more opportunity for children to extend their learning and understanding using technology; develop a system to take into consideration the next steps in learning when making observations and assessments; ensure staff take advantage of training opportunities in relation to the Foundation Stage and provide more support for children to be more independent when they make and design and promote their self help skills. There has been improvement in all areas of the teaching, learning

and staff training to ensure children's experiences relating to the Foundation Stage are enhanced at every opportunity.

At the last Children Act inspection the provider agreed to amend the behaviour management procedure to include strategies for dealing with inappropriate behaviour and bullying; devise a procedure for the checking of sleeping babies; ensure children's developmental records are used consistently and kept up to date and use observations to plan for play and learning; ensure that any students under 17 years of age are supervised at all times; ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti discriminatory practice; ensure the register details the names of staff working with the children on a daily basis and make available to parents a written statement that provides information of the procedure to be followed if they have a complaint. Policies in relation to complaints and behaviour management have been reviewed and amended, children's developmental records are assessed regularly to ensure individual needs are met, children have access to a range of activities to promote equality of opportunity and procedures regarding students and the staff register have been updated.

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

Since 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):

- ensure the contents of the first aid box remain in date
- improve the organisation of the period after rest time so that all children's individual needs are met.

#### **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):

- improve opportunities for children to experience the wider and local community
- ensure children have more opportunity to make their own choices for play and 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)