

# Lovel End Nursery

Inspection report for early years provision

---

**Unique reference number** EY241036  
**Inspection date** 06/11/2008  
**Inspector** Daniel Kilborn

**Setting address** Chalfont St Peter Infant School, Chalfont St Peter,  
Buckinghamshire, SL9 9PB  
**Telephone number** 01753 887896  
**Email** lovelendnursery@yahoo.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Lovel End Nursery opened in 1977. It operates from a self-contained unit within the grounds of Chalfont St Peter Infant School in the village of Chalfont St Peter. A volunteer committee of parents runs the nursery. The nursery serves families from the local area. There are currently 44 children aged from three to five on roll. This includes 43 funded three-year-olds. The majority of children attend for five sessions a week. The setting supports children with learning difficulties and/or disabilities. The nursery opens for five days a week during school term times. Sessions run from 09.00 until 11.30 and from 12.30 until 15.00. There are currently eight members of staff employed to work directly with the children; six staff members hold relevant child care qualifications with a further two staff working towards a NVQ Level 2 in childcare. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance. A range of outside educational agencies support the setting. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

This outstanding nursery provides a secure and stimulating learning environment within which all children, including those with learning difficulties, make significant gains in all areas of their learning. It enjoys the overwhelming support of parents and is highly thought of in the local community. Excellent relationships at all levels ensure that the needs of children are paramount and underpin high quality learning experiences which enable children of all backgrounds and abilities to achieve very well. Staff development and self-evaluation are very effective and adults are continually seeking to develop their professional skills and improve the provision further. Children are very happy to attend, know how to keep safe and healthy, and are very well prepared for next stage of their education.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that all staff attend EYFS training

## The leadership and management of the early years provision

The manager leads from the front with her teaching and is an excellent role model for other adults. Documentation meets all regulatory requirements and planning is well founded on the Early years Foundation Stage (EYFS) guidelines. The manager is very knowledgeable as to how children learn and has been highly proactive with attending courses to further her professional knowledge. She has excellent knowledge of Early Years (EYFS) documents and requirements. However, some

staff have yet to attend the EYFS training. The manager has identified this and plans are in place to follow this recommendation. This is a highly effective setting. The manager's immaculate organisation of relevant and statutory regulatory documents ensures high quality care and learning activities are provided for children. She has successfully built a team committed to provide the best possible start for children of nursery age. She is very well supported by a caring team who bring to the setting a range of experience as educators and as parents themselves. Morale is high and relationships are excellent. This view is supported by all parents interviewed both from the nursery and the adjacent infant school. Parents comment on the excellent relationships within the nursery at all levels and say how positive the children are towards the adults who care for them. Many paid tribute to the efforts of the staff team, one typical comment stated that they 'couldn't praise the manager, staff and setting enough!' Words like 'fantastic' and 'superb' were used by many and no parent could think how the nursery could improve. Parents with special educational needs (SEN) children praised the quality of care and the early identification of need and resulting action to support their children. The adjacent school reception staff said how very well prepared the children are that they receive from the nursery which enables them to make an excellent start to their school life.

## **The quality and standards of the early years provision**

High quality learning is taking place. The manager and staff are very knowledgeable regarding how young children learn. Learning is well founded on EYFS requirements. The curriculum covers all areas of learning well. The quality of the interaction between staff and children is very positive with many opportunities created and taken to develop speaking and listening skills and confidence and independence in learning. Children are continually engaged in a good variety of focussed activities with a good balance of those led by adults and activities that the children choose. Children are very happy and readily engage with the many high quality learning resources. They sit well and attentively listen to stories. Their ability to learn letter sounds is developed very well through focus sounds each week. This learning is made more meaningful by the use of real items to develop links. For example, letter sounds are taught using interesting and stimulating themes and resources. The learning environment is very attractive with colourful displays of children's work. Adults engage children in conversation and use open ended questions skilfully to develop children's language skills very well. The planning takes account of children's individual needs and covers all areas of learning very well.

The welfare of children has a very high priority and this aspect of the provision is outstanding. All policies and practices identified in the EYFS statutory framework are in place. Child protection procedures are fully in place and kept on a central register. Children receive excellent levels of supervision at all times. For example, owing to the nature of the setting they are always supervised in washrooms and areas beyond the main room. They only leave the building when their parent or carer is present. As the ratio of adults to children is high, the key worker attached to a child is continually aware of the child's position and is usually engaging them in enjoyable learning experiences. Effective systems are in place to record visitors

and risk assessments are reviewed regularly. Equipment and resources are of high quality and regular checks are made of apparatus. Children are taught to keep themselves safe and they are aware that cleaning tables after use and washing hands before snack prevents infection. When clearing up after sessions children cooperate well and ensure furniture and apparatus are not a hazard when they move around. There are clear strategies for ensuring safety on the playground and when using the school hall for physical education. Space is well organised and enables children to engage in high quality activities in a secure and stimulating learning environment. Staff know their children very well and often anticipate need. This coupled with excellent relationship at all levels ensures that children feel secure and happy. As one parent stated 'My child loves it so much she would come here on Saturdays if she could.' This positive view of the nursery and the high quality care given is reflected in the unanimous view of many other parents who have nothing but praise for the manager, staff and the nursery setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

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.