



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107981

DfES Number: 510152

INSPECTION DETAILS

Inspection Date	09/11/2004
Inspector Name	Judith, Mary Butler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Chiltern Nursery
Setting Address	All Saints Church Hall Oval Way Gerrards Cross Buckinghamshire SL9 8PZ

REGISTERED PROVIDER DETAILS

Name	Ms. Frances Cameron-Wilson
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Chiltern Nursery first opened over 30 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 50 children from 2 to under 5 years on roll. Of these, 29 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, 3 hold appropriate early years qualifications.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Chiltern Nursery School offers acceptable nursery provision and is of high quality. Children are making very good progress in all areas of learning.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use this to plan an interesting and exciting range of activities for the children. Children are interested and keen to participate in the activities offered. All staff are involved in the planning process with the owner taking responsibility for putting the final weekly plans into place. Staff ensure when planning that all areas of learning are covered through a good range of activities and resources. Staff do not record the expected learning outcome from the planned activities. All staff undertake observations on the children within the large hall and small group activities. These are used to update the children's developmental records. Staff treat the children with kindness and respect. Children are well behaved and show co-operation with their peers in their play.

Leadership and management are very good. Staff are clear about their roles and responsibilities and work well together as a team. The owner is aware of the individual strengths of staff and encourages staff to attend relevant training to further their skills and knowledge. Staff hold regular meetings to discuss the planned activities, individual children's progress and staff training needs.

Partnership with parents is very good. Staff and parents verbally share information at each end of the session. Open evenings are held and these are used to show the parents the range of activities offered and what children may learn from them. Parents do not receive written information on the Foundation Stage. Parents receive information about the nursery through the introduction letters, and parents' notice board. Parents are invited to discuss their child's progress with the staff at any time.

What is being done well?

- Children leave their main carer and enter the nursery with confidence. They are able to select the toys and resources they wish to use from the wide range set up prior to their arrival. Children are able to work independently at a number of tasks. Staff and children form good relationships. Children are well behaved and are able to share the toys and resources and show co-operation with their peers in their play.
- Children interact and talk to each other and adults with confidence. They show awareness to the speaker and take turns in talking and listening at group times. Staff use every opportunity to extend and encourage the children's language, vocabulary and communication skills.
- Children recall and inform others of events that have happened in their personal lives. They have opportunities to learn about other cultures and

traditions through stories, visitors to the setting and fun activities. Staff make effective use of circle time to draw children's attention to events and the environment.

- Parents receive good information about the nursery routines, activities planned, staffing, policies and procedures through the introduction letters, verbal discussion and parents' notice board at the entrance to the nursery. Parents and staff verbally exchange information about the child at each end of the session and parents are encouraged to visit the nursery and share their skills with the children.

What needs to be improved?

- planning, to formally identify the expected learning outcome within the planning documents
- information to parents, to ensure that they receive written information about the Foundation Stage when their child receives funding for nursery education.

What has improved since the last inspection?

The nursery has made very good progress since the last inspections.

Staff ensure all children's developmental records, observations and any children's work retained is dated.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enter the nursery with confidence. They select the toys and resources they wish to use and many are able to work independently at a number of tasks. Staff treat the children with kindness and respect and good relationships are established. Children relate confidently to each other and adults, they are able to express their ideas and thoughts in both small and large group situations. Staff provide children with a good range of interesting and fun activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children sit and listen to stories with enjoyment; they are given opportunities to anticipate what may happen next and they join in enthusiastically. Staff provide children with many opportunities to recognise letters and the sounds they make. Many children are able to find their names and older children are beginning to write their names and form recognisable letters. Children communicate confidently; they show an awareness to the speaker and take turns in talking and listening at group times.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to count up to 10 and older children count beyond this. Staff provide children with many opportunities to recognise written numerals, for example the small group work with children using the number puppies. Many children recognise numerals from 0 to 9. Children use mathematical language in their everyday play, for example biggest, smallest and middle. Staff provide children with opportunities to use simple calculation within the planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children relate events from home confidently. Staff provide children with interesting activities and opportunities to meet people from other cultures to learn about different celebrations and traditions. Children are developing their design and making skills through a good range of resources, for example construction, art and craft and malleable materials. Staff make effective use of circle time to draw children's attention to the environment and world they live in.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good co-ordination and spatial awareness. They move confidently around the nursery and are able to negotiate both fixed and moving objects. Children are able to move in a variety of ways, for example jumping. They have access to a good range of tools to develop their small motor skills such as scissors, pencils, rolling pins and cutters. Children use tools safely and with control. Children are developing their independence skills and they are competent in their personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to freely express themselves through a variety of activities, for example role-play, malleable materials and art. They have opportunities to use a range of media and materials. Children respond with enthusiasm to new experiences. They really enjoy and participate at group times and are confident in communicating their thoughts and feelings. Children like to sing both new and familiar songs.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- planning, to develop a system of formally recording the expected learning outcomes of the planned activities
- information to parents, to ensure that they receive written information about the Foundation Stage when their child receives funding for nursery education.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.