



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127098

DfES Number: 510599

### INSPECTION DETAILS

Inspection Date	08/03/2005
Inspector Name	Fran Fielder

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Chevening School Nursery
Setting Address	Chevening Primary School Chevening Road, Chipstead Sevenoaks Kent TN13 2SA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Chevening School Nursery 3949088199227
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### ORGANISATION DETAILS

Name	Chevening School Nursery
Address	Chevening Primary School Chevening Road, Chipstead Sevenoaks Kent TN13 2SA

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Chevening School Nursery operates from a prefabricated building within the grounds of Chevening Primary School. There are toilet facilities for children and staff and a secure outdoor play area. The nursery serves families from the local community.

The nursery opens five days a week during term time. Sessions are from 09.00 until 11.45. There are additional afternoon sessions on Monday, Tuesday and Wednesday from 12.15 until 15.00. Some children stay all day.

There are currently 46 children, aged from 2 to 4 years, on roll. This includes 33 children who receive nursery education funding. The setting has experience of and makes provision for children with special needs and those who speak English as an additional language.

There are seven members of staff who work with the children. Five members of staff have a recognised early years qualification and four hold a current first aid certificate.

### How good is the Day Care?

Chevening School Nursery provides good quality care.

A highly experienced staff team work well together to ensure consistent care for children. The room used by the nursery is bright and welcoming with posters and many displays of children's work. The space is well organised allowing children to move safely between activities. There is a good range of resources that children can easily select for themselves. There are resources that reflect diversity. All documentation is in place but some lack clarity.

Staff carefully monitor access to the provision. Daily visual risk assessments enable staff to identify potential hazards and minimise accidents. Staff are proactive in updating their knowledge of specialist emergency treatment. Good routines for hand washing help children understand the need for good personal hygiene. Snacks are

healthy and nutritious ensuring children develop good eating habits. Staff have a good understanding of their role in child protection. Children are valued as individuals and their differences acknowledged. Good provision is made for children with special needs and those who speak English as an additional language.

Children are happy and confident and develop good relationships with staff and peers. Children enjoy a broad range of well planned activities that help develop independence and confidence. The regular use of the outdoor area ensures a good balance of physical and quiet play. Staff listen to children and join in child initiated games. Behaviour management is very good and children respond to well deserved praise.

Parents receive a prospectus that gives good information about the provision. Regular newsletters and a notice board inform parents of play themes and local events. Staff make themselves available, to talk with parents, at the beginning and end of each session. There is a good system in place to inform parents of their children's development.

#### **What has improved since the last inspection?**

At the last inspection the supervisor agreed to keep medicines out of children's reach and to ensure they could not access the kettle.

Any medicine stored on the premises is kept in the refrigerator. This has a lock so children cannot open it without help from an adult. This ensures children do not access potentially dangerous medicines.

The kettle is stored out of reach of the children. This ensures children are not exposed to the risk of burning themselves with boiling water.

#### **What is being done well?**

- Behaviour management is very good. Staff have high expectations of behaviour and ensure children understand the rules within the group. Children respond well to praise and encouragement. This helps children develop good social skills and build positive relationships with peers.
- Relationships between staff and children are good. Staff are warm and caring and interact well with the children during free and structured play. Staff respond to children's interests and use appropriate strategies to support individuals.
- The organisation of the setting is very good. Staff understand their role within the nursery and focus on the needs of the children at all times. Staff are very well deployed ensuring children's safety and support. The effective use of space, both indoors and out, allows children a free choice of good quality resources and stimulating activities.

#### **What needs to be improved?**

- the clarity of some of the documentation, policies and procedures

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	review all documentation, policies and procedures to ensure clarity

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

### How effective is the nursery education?

Chevening School Nursery provides high quality education. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have an excellent understanding of how children develop and learn. They plan a wonderful range of activities, both indoors and out, based on real life situations that help children progress in all areas of learning. Staff make good observations to assess children's achievements. Staff use this information to set good challenges for all children. Staff present activities well and this helps children develop a positive attitude to learning.

Relationships between staff and children are good. Staff know the children well and use praise and encouragement to help children understand the clear and consistent boundaries. Staff create a secure and stimulating environment where children's work is beautifully displayed. This shows how staff value children's efforts and contributions.

Leadership and management are very good. This role falls to the supervisor who shows commitment to improving the education and care. Staff work well as a team and clear communication allows them to provide a stimulating well-balanced programme. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses.

The partnership with parents and carers is very good and has a positive affect on children's learning. Staff provide a welcoming and supportive environment where parents feel comfortable in communicating their ideas and concerns about their children. Parents receive good quality information about all aspects of the setting. Parents share information with staff and receive regular detailed feedback about their children's progress.

### What is being done well?

- The programme for personal, social and emotional development is extremely good. Children respond positively to staff, develop good social skills and behave well. They are keen to join in with activities and their levels of concentration are good. Their confidence and independence is promoted through the sensitive support of the staff and easy access to resources.
- Teaching is excellent. Staff remain focused on children's interests and use everyday activities and routines to ensure very good progress in all areas of learning. Staff set good challenges for children of all abilities ensuring each child fulfils their potential. The outside play area is well planned and helps extend children's learning in all areas. They enjoy exploring, planting seeds, role-play and experimenting as well as developing gross motor skills. Staff question children effectively, encouraging them to think and contribute their

own ideas.

- The links between the nursery and the school make the transition smooth when children move into the reception class. The reception teacher regularly visits the nursery so she gets to know the children before they transfer. Children have the opportunity to use the school hall and grounds. This ensures children feel confident about their move to 'big school'.

#### **What needs to be improved?**

- the manageability of the short term planning

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection where one point for consideration was identified. The group was asked to improve the use of the outside play area during the winter months.

Children have the opportunity to play outside every day. Staff plan an excellent range of outdoor activities. There is large equipment where children can practise climbing, balancing and jumping. There are ride along and push along toys for children to build skills in manoeuvring around obstacle. Children also enjoy using magnifying glasses to explore nature. They become involved in role-play and enjoy experimenting by rolling balls down different sized slopes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely well motivated and enjoy new challenges. They concentrate well at self-chosen activities. Children are very independent and see to their personal needs such as dressing and undressing, visiting the toilet and washing hands. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children behave very well and respond to requests for good behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak very confidently to peers and adults. They talk openly during circle time about themselves and their families. They express their ideas and experiences well using good vocabulary. Children confidently write during role-play and recognise and write letters correctly. Children enjoy books and handle them carefully. They spend time 'reading' and sharing books. Children's listening skills are very good. They listen and take turns when speaking in large and small groups.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently saying one number name for each item. They choose number activities during free play and regularly sing number rhymes and songs. Children are developing a good understanding of simple additions and subtraction. They can say what is one more or one less. Children's understanding of space, shape and measure is developing well. They recognise simple shapes. They use appropriate mathematical language during free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have lots of opportunity to investigate using their senses. Children demonstrate good cutting and joining skills. Children use cameras and telephones confidently during role-play. Children use magnifying glasses to explore their surroundings. They explore objects using magnets and discover which objects float and sink. Children learn about their environment through visits to local amenities. Children learn about different cultures and beliefs during well planned topic work.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children enjoy the well planned outside play area where they have access to large equipment. They combine and repeat movements when travelling around an obstacle course. They show good control when jumping, running and balancing. Children learn the importance of healthy eating and good hygiene through the daily routine. Children's fine motor skills are developing very well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. Children show good imagination and express their ideas in a variety of ways. They spend a long time, with good staff support, developing and extending their ideas in role-play. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

**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:*

- continue to develop the short term planning to make it more manageable

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*