

Chiltern College Day Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Chiltern College Day Nursery is part of Chiltern College and opened on its current site in 1931. It is situated in the grounds of the college, and is a registered charity. The nursery serves children from the local area and beyond. The nursery is open 51 weeks a year from 8.00am to 6.00pm, Monday to Friday. Children in each age group have access to separate, secure outdoor play areas. There is level access to the premises and toilet facilities on all levels of the building.

There are currently 206 children on roll, which includes 43 children who receive funding for early education. The setting supports children with special educational needs and/or disabilities, and also supports children who use English as an additional language. The nursery is registered to care for a maximum of 200 children in the early years age range. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The staffing structure is made up of the college principal, the head of day care, a co-ordinator for each age group and 55 childcare staff. Of these, 50 staff have appropriate early years qualifications, and five are working towards a National Vocational Qualification level 3 (NVQ3) in childcare. The nursery also employs a catering company, housekeeper, gardener, cleaners and a maintenance man.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children experience warm nurturing care in this child centred environment where the staff are enthusiastic in their roles and demonstrate a keen commitment to continuous improvement. Excellent care is taken in this large establishment to ensure children and their families are cared for in a familiar environment by familiar faces.

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 all staff understand and follow good hygiene routines to help prevent the spread of infection

The effectiveness of leadership and management of the early years provision

The exceptional leadership and management in this setting ensures that appropriate steps are taken to safeguard children at all times. Staff are knowledgeable about child protection and their role in reporting concerns. Parents

are made aware of the settings role in safeguarding children through the comprehensive safeguarding policy. The premises are secure; staff all hold appropriate clearances and undertake safeguarding training. The fire drill is undertaken regularly ensuring that the many children and staff can evacuate the premises swiftly in the event of an emergency. Comprehensive risk assessments help to ensure risks are managed appropriately.

Excellent care is taken to ensure high staff to child ratios are maintained at all times ensuring children always have the attention they need. The management recognise the staff as a valuable resource and ensure they receive the support, training and encouragement they need to develop their careers in the setting. The garden is extensive and provides an attractive well maintained outdoor play environment for children of all ages. A wealth of age appropriate equipment is available including soft play rooms for both the babies and toddlers. However, some areas of the provision are showing signs of deterioration where paint is chipped and badly worn and displays are not always completed to enhance the attractiveness of the environment. Some staff do not maintain their environments tidily which may impact on the sustainability of the resources.

The proactive manager and her team reflect on the service they provide and plan systematically for improvement and how the desired outcomes can be achieved. The plans are detailed and include action, resources, timescales, who will take responsibility and finally how they will know they have succeeded. They seek parental and staff opinions through questionnaires and act on their findings ensuring the service they provide meets the needs of its users. The self evaluation is an accurate reflection of the high quality service offered and also identifies aspects for development. For example, they plan to improve observations and develop recording methods, and enhance children's opportunities for self selection.

Excellent partnerships develop with parents through the warm welcome they receive and the ongoing sharing of information. Parent's views are sought and any concerns raised are addressed promptly. Daily diaries in the baby rooms ensure parents have clear information about their child's day including rest times and feeds in addition to the play experiences encountered. Parents also add information to the diaries enabling staff to build on the children's experiences as they play and talk to them. A comfortable parent's room is provided to enable parents to wait in comfort whilst their child settles; they can make a drink and have access to informative childcare books. A high level of care is taken to ensure transitions within the setting and to school happen smoothly. School teachers visit the children in the setting and children visit their prospective schools. Children progressing through the nursery have visits to their new room enabling them to gradually become familiar with their new environment.

The individuality of each child is valued highly and comprehensive information sought from parents to enable the best care to be offered. Key workers get to know their children well and plan experiences to encourage, challenge and stimulate their development. Siblings have opportunities to play together. For example, a toddler recognises a sibling at play in the older children's playground, they laugh at each other through the fence. The adult invites the older child in to play and happily the siblings play a very giggly game in and out of the low tree

branches The comprehensive records of development enable the staff to identify children's progress and highlight any areas for concern and take appropriate action. Staff seek advice and support where required and work cooperatively with others involved in children's care. They use picture cards and time lines to help children to understand the routines and to communicate.

The quality and standards of the early years provision and outcomes for children

Children appear very confident, secure and happy in this environment. They are inquisitive and interested in all that is around them. The excellent routines to their day help to build this sense of security. They have regular meals, snacks, outdoor activity and rest times ensuring they are comfortable and refreshed. Sensible measures at rest times ensure children get the full benefit of their rest. They take off shoes and top clothing and snuggle down under clean sheets, the room is darkened and soothing music plays. Menus are displayed informing parents of the freshly cooked food available to the children each day. Children enjoy a broad nutritious healthy diet and drinks of water are available throughout the day. Good care is taken to meet children's individual dietary needs and weaning is undertaken in partnership with parents. Children develop their co-ordination and balance well through the many daily opportunities for physical activity both in the soft play rooms and in the extensive gardens. Most staff demonstrate a high level of good hygiene awareness however some individuals do not follow sensible hygiene routines when managing children's nasal hygiene. Children are learning good hygiene practices as they are encouraged to wash their hands before and after meals and after toileting.

Children demonstrate increasing awareness of safe behaviours as they move around their playrooms with care. Older children help to look after the play environment as they sweep up and ensure toys are not left where people are walking. Staff set a good example to them and praise the children for their efforts. The children learn about safe behaviours also through planned activities for example they learned about road safety. Staff remind children clearly of safe behaviours in the garden and soft play areas ensuring that all children enjoy the lively experiences on offer.

Children make good progress in all areas of learning, because staff have a sound knowledge of the Early Years Foundation Stage. Children's development records indicate clearly the progress the children are making and are supported by regular observations of the children at play. Staff use this important information to plan opportunities and experiences to encourage the children's continuous development. Babies benefit highly from the warm nurturing attractive nursery environment where they form warm relationships with key workers. Staff clearly enjoy their work with the babies and ensure the rooms are attractive comfortable spaces for babies to crawl and explore. Staff cuddle the babies and talk to them frequently encouraging their early language development. Staff manage baby mealtimes exceptionally well patiently ensuring young children have opportunities

to help to feed themselves in addition to help from the adult.

The toddlers enjoy the excellent opportunities to develop their physical skills and coordination as they play in the soft play room where they jump and climb, crawl through tunnels and also enjoy a quiet moment sitting with an adult to enjoy a book. Children run around in the outside play area where they access a broad range of outdoor resources including wheeled toys. Indoors they play with small world figures, dolls, construction toys, water and dig in large trays of pasta.

The foundation stage rooms and Catherine nursery provide excellent opportunities for the children to develop their interest and skills. They show awareness and skill as they use the computer mouse to play age appropriate games which encourage development and awareness of technology. Children enjoy and choose from a broad range of appropriate resources and activities. They have the confidence and abilities to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they are fascinated by the coloured pipe cleaners and the way they bend and maintain the shape. They laugh and giggle with delight as they try on the many different styles of shoes in the dressing up area. This simple activity helps them to learn about size and shape, to match and sort and to use their imaginations as they strut around the nursery for example in high heels or a very large pair of Simpsons slippers. Children achieve well in each area of learning because they work and play in an interesting environment. They look closely at similarities, differences, patterns and change. They ask questions and take pride in their achievements.

Staff model appropriate behaviour to the children through their polite interactions with each other and the children. Consequently, the children behave in a similar way. Children's behaviour is exemplary and they understand what is expected of them. They are given lots of meaningful praise and encouragement. They respond positively to this and this helps them to develop their confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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