

Chiltern Nurseries Ltd

Inspection report for early years provision

Unique reference number EY250794
Inspection date 22/02/2011
Inspector ISP Inspection

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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 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. It is open each week day from 8:00am to 6:00 pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of children 22 may attend the nursery at any one time. There are currently 44 children aged from two to under five years on roll. The nursery provides funded early education for three-and four-year olds. 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. All staff including the manager hold appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff create a very welcoming child-centred environment. A superb range of stimulating activities is provided which ensures children are always fully engaged in fruitful learning and play. Staff work extremely closely with parents. This leads to effective continuity of care and the supporting of all children in order to reach their full potential. Staff are committed to working with other agencies so children are able to get all the support they needs. Overall children's individuality is valued nurtured by the staff who have a very good knowledge of each child's individual needs, interests and abilities. The provider, manager and staff team are very committed to ongoing development of the nursery. Through self-evaluation clear plans for the future are initiated, resulting in a service that is responsive to the needs of the children who attend and their parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve further the record of risk assessments for each type of outing and trips
- improve further the variety of resources and books reflecting diversity which children can access in everyday play

The effectiveness of leadership and management of the early years provision

Safeguarding children is a given a high priority to ensure that children are able to thrive in a safe and secure environment. Staff have a clear understanding of the procedures to follow if they have concerns about a child's safety and welfare. Comprehensive policies to guide staff in their practice. The environment both indoors and outdoors is subject to risk assessments, which ensures potential risks are effectively minimized. However, the recording for risk assessments for each individual outing is not fully detailed. Fire fighting equipment is in place and regular fire drills ensure staff are familiar with the procedures to evacuate children quickly and safely in an emergency. Children are taught to keep themselves safe as staff talk to them about road safety and they learn about people that help us. Rigorous recruitment procedures ensure staff are suitable, efficient in their role and demonstrate a genuine love for children. Furthermore, high priority is given to supporting staff's professional development through a thorough induction programme, attending regular training and an appraisal system.

Children thoroughly enjoy their time at the nursery in their own dedicated group rooms, which are bright and welcoming. Furniture, equipment and play resources are of high quality and deployed very effectively throughout the nursery to ensure that outcomes for children are excellent. There is a good range of resources that reflect diversity, although a wide range is not always available to children in every day play.

Babies and children thrive in this well organized nursery in which their needs are fully supported by caring and well qualified staff. An excellent partnership with parents promotes all aspects of children's care and learning well. The management team and staff are all involved in evaluating the effectiveness of the nursery setting. Staff are extremely motivated to implement actions for improvements. For example, a café style snack system has been introduced and children now serve their own foods at meals times. A plan is also in place to develop the garden area to further promote children's enjoyment and learning.

Right from the start parents views about their child's needs, interests and stage of development are actively sought when they first start and on a regular basis throughout their time at the nursery. Feedback to parents in the form of daily discussions and written diaries ensures parents are kept exceptionally well informed about the activities their child has enjoyed and their care routines. Parents are kept very well informed about their child's learning and development. They are invited to view their child's learning journey file, attend consultation evenings with their child's key worker and receive a yearly detailed progress report. Parents speak exceptionally highly about the staff and the nursery provision.

Staff provide a fully inclusive service for all children. They approach other professionals to ensure children get all the support they need and are keen to work with other settings that children attend. Children with English as an additional language are making good progress, as staff learn key words in their child's own

language and use picture cards to aid communication. Children learn to value and respect people's differences through a wide variety of topics such as 'Black History Week' and enjoy doing activities relating to different festivals, such as Chinese New Year. Children respond well to adults as they are treated with respect. Their behaviour is exemplary, as they are constantly occupied and frequently praised for their achievements. Toddlers wear stickers with pride for listening to the story well.

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

Children relish their time at the nursery, as they enter full of smiles and are warmly welcomed by staff. They show a strong sense of security in the setting as they part from their parents with ease and join in the activities. Children see their work beautifully displayed which reinforces their self-esteem and pride in what they do. They are very enthusiastic learners and make significant strides in their development in relation to their starting points. Staff very successfully plan experiences that link to children's individual learning and development needs. From staff's observations of each child's achievements and interests, their next steps are identified and fed into the weekly planning. This ensures babies and all children are stimulated by a superb range of activities and resources, which enhances their learning through play. Staff are skilled at using effective questioning and having discussions as they play to challenge children's thinking and language skills.

Early communication skills are extremely well supported through high quality adult-child interactions. Staff tell stories with great expression; consequently, children listen to them with great interest. Older children answer questions with great excitement what may happen next in the story. Babies and children readily represent their ideas through mark making using various drawing materials. Many older children are skilled at writing their name and drawing pictures of people. All children thoroughly enjoy participating in singing sessions and often sing rhymes to them-selves as they play. Children express themselves creatively through an extensive range of mediums. They enjoy painting and making their own unique pictures and learning about colours as they make pictures using coloured rice. They have many opportunities to use their senses and explore a varied range of materials both natural and manufactured. Babies have great fun throwing shredded paper in their air and catching bubbles. Children explore with curiosity the feel of paints and spaghetti in sauce with their hands, describing it as sticky and the colours it makes their hands. Children choose number and shape activities during free play and many children are confident in counting and recognizing number's up to nine and above. They recognise simple shapes and develop their problem solving skills as staff help them do puzzles. They busily build towers with construction materials and use appropriate mathematical language, such as 'big and small'. Babies are inquisitive learners and enjoy 'peep-boo' games with staff. They develop their imaginative skills as they play with real saucepans and spoons in the role play area. To develop children's confidence in using technology, they explore many programmable toys and older children are learning to use programs on the computer. Children from a young age have developed excellent independent skills; they set the table themselves and put their coats and shoes on

confidently. Children have lots of opportunities to learn about the wider world through frequent outings in the local community and visitors to the nursery. Overall, children develop confidence and a wide range of skills for their future well-being.

Children are developing an excellent understanding of healthy lifestyle. Children relish playing outside in the well equipped garden and develop their physical skills using large apparatus. Children learn about the local community through being taken on regular walks. Babies and children receive a balanced and a very nutritious daily diet and eat their meals with obvious pleasure. Children's specific dietary requirements are taken into full account. Children play in very clean premises in which high priority is given to hygiene procedures. Photographs showing children how to wash their hands step by step mean they have developed excellent awareness of hand washing procedures. A first aid box is in place and most staff are trained in first aid, so any accidents can be responded to immediately.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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