

Chevening School Nursery

Inspection report for early years provision

Unique reference number	127098
Inspection date	09/12/2011
Inspector	Susan McCourt

Setting address	Chevening Primary School, Chevening Road, Chipstead, Sevenoaks, Kent, TN13 2SA
Telephone number	01732 452895
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Type of setting	Childcare - Non-Domestic

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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

Chevening School Nursery was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by a managing committee and is a registered charity. It operates from a prefabricated building within the grounds of Chevening Primary School, Chipstead, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 9am until 3pm term time only. All children share access to a secure enclosed outdoor play area and a forest school.

There are currently 43 children aged from two to five years on roll. The nursery serves the families from the local community. The nursery currently support children with special educational needs and/or disabilities and also children who speak English as an additional language.

The nursery employs seven members of staff who work with the children. Of these, all of whom hold appropriate early years qualification and a current first aid certificate.

The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective at meeting children's individual needs. Staff have an exemplary understanding of how children learn and develop and they have created a learning environment in which children can truly thrive. Overall, documentation is very well-maintained which underpins children's well-being. Leaders and managers inspire staff and parents to set high standards which are maintained using rigorous and varied monitoring procedures. This gives the nursery an exceptional capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- refining the risk assessment to include anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Staff hold the welfare of all children as paramount, and their safeguarding policies and procedures reflect their robust attitude. All staff and regular helpers in the nursery are checked as to their suitability, and all know the reporting procedures should they have any concerns about a child. All staff have an excellent understanding of safeguarding issues and they work consistently with other agencies to support children and their families. Staff have a rigorous approach to children's safety and support children in well-managed activities. For example, the forest school presents some natural hazards such as low spiky branches, but children are taught how to be safe around them, enabling them to enjoy challenging play without unnecessary risk. The record of the risk assessment meets the requirements and staff have clearly addressed the safety issues involved in every activity. However, the record does not include activities such as the forest school. All staff maintain a current first aid certificate and are vigilant in following the correct procedures to administer medication. All documentation that underpins children's well-being is methodically kept. The staff team is well-established and they are highly motivated to set and maintain high standards. Every effort is made to channel resources for the benefit of children with a view to securing them the best start in life. Leaders and managers provide inspirational guidance and are excellent role models. All staff are highly skilled and reflect on their practice, continually refining and reviewing what they do. For example, staff organised snack times to have key person group time, but on finding that this reduced children's social experience, changed it to support children in their friendship groups. The staff, parents and children all contribute to the self-evaluation and they prioritise their ambitions well, monitoring and re-evaluating to secure improvements.

The nursery is well-organised to meet children's individual needs and inclusion is at the centre of all that they do. Children with any additional needs are given very individualised attention to precisely foster their strengths. Staff also assess the needs of certain groups of children such as the risk-averse or the very active learners, to enable all children to fully participate. This addresses any achievement gaps and all children make excellent progress. The staff also introduce children to the wider world in practical and authentic ways such as building relationships with communities abroad, and exchanging information about their daily lives. Staff build exemplary, enabling relationships with other day care settings and receiving schools which means children can enjoy consistent care. Staff also work with other professionals in highly effective ways to foster children's learning and development. Parents have exceptional opportunities to be involved in the nursery as they are on the managing committee as well as acting as volunteers. Parents are very appreciative of the open door policy and know they can talk to their child's key person at any time. Regular meetings are organised to look at each child's progress and parents say they can see huge differences in children's confidence and sociability. Parents are moved by the lengths staff will go to in accommodating a child's needs. Resources are managed exceptionally well. Play equipment is of excellent quality and it is all stored at child-height, with picture and word labels to help children in their choices. Equipment is thoughtfully

arranged. For example there are numerous story sacks and book boxes with puppets and objects that inspire and engage children's interest. Staff are extremely skilled at knowing when to join in and facilitate play and learning, and when to stand back and allow children to continue on their own. Children have space and time to fully explore which contributes to the calm and purposeful atmosphere of the nursery.

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

Children have exemplary opportunities to explore, play and have fun. The learning environment is exceptional and provides for all areas of the curriculum both in- and out-of-doors. For example, the cosy book area indoors is matched with a story-telling circle outdoors. Children can move around freely and they work with their friends to set their own challenges and develop their play. Children may start the morning by choosing dressing-up outfits and move on to develop their ideas by being heroes who "mend" the climbing frame before using the workshop area to "build" a new design. The routine is very child-focused, giving children maximum time to play as they choose, with short group times and breaks for meals. Staff continuously monitor children's engagement and extend or shorten group times accordingly, which enables children to participate enthusiastically in all that they do. Staff have an excellent understanding of how children learn. Child-led play is given a huge priority and staff join in using their considerable skills to help children problem solve and reason their own way to their own solutions. In this way, staff bring out elements of learning such as asking a child to identify how two structures are different in order to make them both the same. Staff note their observations of children's achievements in a unique child folder, which also contains samples of their work and tracking observations. Children's next steps are incorporated immediately into plans, so their learning is maximised. Children make exceptional progress from their starting points.

Children can enjoy challenging play such as using real hammers and nails, in well-managed workshop areas where safety is paramount but does not limit children's learning. Children gain a great sense of belonging and security as staff are so committed to ensuring all children feel at home. For example, a new child's favourite book is used by staff to create themed book areas which immediately help those children engage with their nursery. Children relish innovative physical play in the forest school area and also take part in gym and dance at the school. They use small beads to create patterns and develop their small muscle skills which helps them with early writing. Children eat a healthy diet with fruit and raw vegetables at snack times. Children help to prepare the snacks and can help themselves to water at any time. They also learn how to cook foods from other cultures such as sushi. Children recycle their waste food in compost bins which helps them learn about the cycle of growth when they plant seeds in the spring. Children spontaneously wash their hands and understand that this helps stop the spread of germs.

Children show great enthusiasm for their play. They clearly know where to find

whatever they need so a child who is being a detective can quickly get the torch and magnifying glass he needs to search for bugs. Children show excellent use of positional language as they put together small construction bricks and explain how they are doing it. They frequently count as they play and use comparative words such as heavier or lighter. Their vocabulary is always expanding as children learn from staff and each other. Children really enjoy the books and can use home-made books that show buildings of the world, or the different cultures in African countries. Children see a lot of print in the play environment and know it has meaning. They also see an excellent variety of other languages. Children demonstrate great maturity in their social skills. If a child does get frustrated or cross their friends calmly suggest a solution such as taking a turn later, or sharing what they have, and the play immediately moves on. Children cooperate so well with their friends that role plays, such as being parents looking after a baby, can extend for lengthy periods. Children are extremely well-behaved and quickly take responsibility for things such as ringing the jingle bells for group time, or tidying up what they have been using. Their confidence and curiosity makes them endlessly interested in the world around them. Technological toys are everywhere in the play environment and children enjoy using the computer for a variety of games and art programmes. Overall, they build exceptional skills for the future.

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	1
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

The quality of the provision in the Early Years Foundation Stage	1
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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	1
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