

# Chiltern Nursery School

Inspection report for early years provision

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**Unique reference number**

107981

**Inspection date**

20/06/2012

**Inspector**

Lynne Lewington

**Setting address**

All Saints Church Hall, Oval Way, Gerrards Cross,  
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**Telephone number**

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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

Chiltern Nursery first opened in 1966. 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 on Friday from 9am until 12noon on Thursday 9am until 1pm and from 9am until 3pm on Mondays, Tuesdays and Wednesdays, during school term times only. All children share access to an outdoor area.

There are currently 50 children from two to under five years on roll. Of these, 36 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 children who speak English as an additional language. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 36 children, no more than 15 may be under two years of age.

The nursery employs 12 staff. Of these, seven hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This nursery provides supportive and nurturing care where young children generally make good progress in all aspects of learning and development. Staff form effective partnerships with parents and others which enables staff to develop a good understanding of children's individuality. Meticulous and detailed risk assessments help to promote children's safety and well-being. Generally, most resources are made easily accessible to children and these support and stimulate children's interests and curiosity. The staff team effectively, but informally, self-evaluate the provision as an ongoing process, appreciate professional help and advice and make good use of training opportunities. This leads to a motivated and enthusiastic staff team with a commitment to continuous improvement.

## What steps need to be taken to improve provision further?

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

- improve the environment to include signs, symbols, notices, numbers, words, pictures that take into account children's different interests, understanding, home background and cultures
- improve children's daily opportunities to access to a wide variety of fact and fiction books throughout the setting to support their interests and learning

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate an awareness of the action they and management will take if they are concerned about a child in their care. Policies support them in their practice and ensure parents understand the settings safeguarding role. Well-developed vetting and recruitment routines ensure new staff are suitable for their role with young children. Fire drills undertaken each term enable both staff and children to become familiar with the safety evacuation procedure ensuring the premises can be evacuated swiftly and safely in an emergency. The large hall provides a naturally light and attractive play environment with free flow access to an outdoor environment. Comprehensive risk assessments indicate staff are diligent in their role of ensuring children are supervised at all times and premises and activities are safe and suitable for children. The setting is well equipped with a wide range of age appropriate toys and equipment providing the children with a variety of learning experiences.

Comprehensive information is sought from parents/carers before admission in order to fully understand the child and meet individual need. Children learn about cultural and traditional events through their activities developing their awareness of the wider world. Staff seek advice and support in order to offer children the best care and learning opportunities relevant to their individual needs. Children enjoy opportunities to learn French songs developing their awareness of another language and sensitive care is taken to encourage and include children with English as an additional language. Staff recognise the importance of valuing the child's knowledge of their own language.

Parents speak very positively of the quality of the service offered. They comment on the confidence their children develop and generally they feel they know what their children do in the setting. Parents appreciate opportunities to discuss progress with staff and feel that staff are approachable. Links with the local schools are well developed as the reception teacher visits the setting to aid transition. Staff welcome and appreciate the support of the local authority enabling them to continuously develop the provision. They make good use of the training opportunities to develop their skills. Links with the community are also developed through positive relationships with the Church.

Staff reflect on their work and evaluate their activities. They use regular staff meetings to share ideas, plan and develop their practice enabling them to work effectively as a team. They share knowledge they gain from training activities and implement new ideas and initiatives. They have made improvements since the last inspection and show awareness of forthcoming changes indicating a good commitment to ongoing development.

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

Children demonstrate an appropriate awareness of good health and hygiene routines. They clearly enjoy the free flow play opportunities enabling them to develop their physical skills in the fresh air and natural light. Opportunities for activities in the open air increase a sense of well-being as all the senses are stimulated. Children access drinks of water independently and staff encourage them to drink if they look thirsty or in hot weather. This helps children to learn about their physical needs. Snack time is an excellent social development opportunity. Children clearly appreciate the routine snack time and participate exceptionally well. They talk and listen to each other as they discuss their activities, plans and experiences. They pour their own drinks of milk or water and enjoy a variety of healthy snacks, such as fruit, cheese, crackers. The adult at each table ensures everyone has an opportunity to participate making it a 'family' experience. Children demonstrate increasing awareness of safe behaviours as they remind each other to walk indoors and seek adult assistance to get balls that go over the fence. Staff remind children gently and consistently of safe behaviours increasing their awareness and understanding of potential risks.

Children behave very well. They all enter the setting happily and soon settle into the routine and activities of the day. Staff talk and listen to the children attentively and demonstrate good manners at all times. Consequently, the children learn to behave in a similar way. They use the resources with care and take pride in their achievements. For example, children proudly show off the plants they are cultivating and watering and show great excitement at the sight of a large strawberry.

Children participate eagerly in action songs demonstrating their abilities to recall words and actions, they listen attentively to stories and talk about what they can see in the pictures. They benefit from opportunities to use writing implements independently and also in planned activities where they begin to develop pencil control and start to form patterns and write letters. The letter of the week provides the basis of planning and encourages children to develop an awareness of the letter and sound. However, opportunities to use books independently are limited. Whilst books are available, a sufficient variety of fact and fiction is not displayed attractively to support children's learning throughout the setting. There is also very little labelling, displays of numbers, or posters in the setting to enable children to begin to identify their own names, letters, numbers, words or extend interest. Children demonstrate increasing awareness of size, quantity, position, weight and shape in their play. For example, children pretending to be builders talk about the number of bricks they need to fill a space and carefully arrange the bricks to fill the space. One shows awareness of weight as he tries to lift the wheelbarrow holding two bricks and then takes one out before wheeling it off to his playmates. Staff are watchful but allow the children to experiment and develop their knowledge through their play. Staff show interest and encourage the children to talk about their creation. Children develop their awareness of the natural world through the daily opportunities for outdoor play where they learn to recognise the changing

weather and seasons. They learn about nature as they grow flowers, tomatoes and strawberries participating in daily watering activities and inspections. Children enjoy opportunities for creative activities. They participate eagerly with musical instruments as they play along with the piano at singing time. Independent opportunities to use paint and collage materials enable them to create their own pictures, demonstrating increasing skills with scissors, spatulas and paint brushes. Children enjoy the dough, developing an awareness of size, shape and texture as they mould, squash and roll and cut it. All the activities available to the children provide them with a variety of opportunities to develop both their large and finer movements.

Planning takes into account children's interests, topical and traditional events and always includes a letter of the week. Staff have a well-established routine for ensuring children develop their skills across all areas of learning. They keep detailed records which take into account the child's age and clearly indicate the progress each child is making. This enables them to adapt and offer opportunities if necessary to encourage particular skills. Children's progress is discussed informally with parents; a more in-depth report before children start school provides detailed information across all areas of learning. This is shared with parents and the school the child will attend enabling the new setting to have a good understanding of the individual.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2

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

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### Outcomes for children in the Early Years Foundation Stage

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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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