

Great Chishill Nursery

Pavillion Hall Lane, Great Chishill, Royston, SG8 8SH

Inspection date

Previous inspection date

25/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

The quality and standards of the early years provision

This provision is good

- Children are well protected because staff are knowledgeable about safeguarding. The policies and procedures are up to date and in line with those of the relevant Local Safeguarding Children Board.
- Children are active and inquisitive learners. They engage in a wide range of interesting learning experiences, which are planned effectively to reflect their interests and promote their good progress.
- The dedicated and caring staff team know children and their families particularly well. This helps children and families to establish very secure and trusting relationships with key persons and other nursery staff.
- The management and staff team strive to maintain a high quality provision for children. They evaluate and build upon their practice to ensure children continue to benefit from improvements made at the nursery.

It is not yet outstanding because

- Children are not always encouraged to develop their own self-help skills to support their independence.
- There is further scope to enhance the organisation of resources and toys to fully maximise all opportunities to stimulate children's interest in reading and independent selection of activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in inside and outside areas of the nursery and talked with the staff.
- The inspector invited the nursery manager to conduct a joint observation.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

Great Chishill Nursery registered under new ownership in 2009 and moved to new premises in 2013. It is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Great Chishill cricket pavilion in Great Chishill, near Royston, Cambridgeshire and is privately owned. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery opens Monday to Friday during school term time. Sessions are from 9.30am to 2.45pm on a Monday and Tuesday and from 9.30am to 1pm on a Thursday and Friday. Children attend for a variety of sessions. There are currently 15 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery employs four members of childcare staff including the manager. Of these, three hold appropriate early years qualifications at level 3 and one is unqualified.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to develop their own self-help skills in order that they become more independent

- extend children's knowledge of reading and increasing independence when selecting and tidying away resources, for example, by clearly labelling them with photographs and the written word.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff assess children's skills, knowledge and abilities accurately and use this information to plan how to improve children's progress. They do this through observations, flexible planning systems and regular assessments to monitor and track children's progress from their starting points. They then identify their next steps in learning. This helps staff to notice any strengths or gaps in learning so they may quickly implement strategies to keep those children moving forward. A good range of adult-led and child-initiated activities, which are linked to the prime and specific areas of learning, provide children with a strong level of challenge appropriate for their age and stage of development. Whatever their starting points, children make good progress at this nursery and are well prepared for their next stage in learning. The nursery fully supports individual children's learning and plans activities based on children's interests and abilities. For example, older children play an active part in planning as they suggest ideas for future topics, such as 'fairytales' as a

result of their enjoyment of a similar topic. Staff have a good level of expertise to teach children skills in the three prime areas of learning and in literacy and mathematics. Staff place a high priority on children's learning as prior to the start of each session, they meet to discuss the desired outcome for the session and how individual children are to be supported in their learning. Consequently, well organised, purposeful and developmentally appropriate learning experiences are delivered. For example, children develop their physical skills required for writing as they thoroughly enjoy the sensory experience of drawing shapes in the shaving foam with their fingers. Staff extend their learning effectively as they show them how to join up the lines and shapes they make to create a picture of a house in the foam. As a result, children demonstrate that they are active learners as they are motivated and interested to try this for themselves. Staff provide children with ample time to speculate and test ideas through trial and error as they spray more foam into the tray and challenge themselves to perfect their new skills.

Staff monitor the effectiveness of their planning well. For example, they provide exciting environments, such as a dark den to maximise opportunities for children to engage in verbal exchanges with each other, that encourages them to build relationships. Staff also support children who are learning to speak English as an additional language; they learn key words in children's home languages and help children to understand the nursery's routine using photos of key events and activities. In addition, they appreciate the languages spoken by children's families as they sing the 'hello' song in different languages to welcome everyone to the nursery. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year, such as Diwali and Chinese New Year. Parents are very much included in their children's learning and there are well-established systems to provide information to parents about children's progress. For example, parents are invited into nursery prior to the session starting. This enables staff to share children's learning experiences and enables parents to develop an increased understanding of how to support their children's learning at home. In addition, parents and staff meet regularly to reflect on children's accomplishments. They share this information during parent meetings and during daily verbal updates.

All children benefit from the attention of staff, who are enthusiastic, energetic and make learning fun. Children's language and communication skills are extended by knowledgeable staff who have recently attended training for the 'Every child a talker' programme. For example, they extend children's listening and attention during circle time using skilful teaching techniques, such as providing a 'talking bear'. Therefore, children know it is their turn to speak when they are holding the bear. They inspire children to join in with conversations and contribute their thoughts as they clearly demonstrate what is required. Consequently, children's self-confidence is increased as they eagerly wait their turn to hold the 'talking bear' and tell each other why they love their mummy. Children of all ages choose to look at books and listen attentively to stories read to them in small groups. Their understanding of phonics is enhanced as they use the computer to play games that enables them to hear and match initial letters. Staff have a secure understanding of how children learn through their play and have created stimulating indoor and outdoor spaces, which provide a variety of resources. For example, children thoroughly enjoy expressing their imagination in the post office role-play area. They write and fold up letters and pretend to sell stamps. The outdoor area is also effectively organised and used well to support children with problem solving challenges and play

experiences. For example, children's understanding of mathematical concepts such as, shape and space is extended as they make arrangements with soft realistic looking bricks. They join them together to make a rectangular ice rink and begin to talk about the shapes of everyday objects such as, clocks being a circle shape. The large, clearly zoned off area of the communal playing field enhances children's physical skills. For example, children squeal with excitement as they play games with staff, like 'what's the time Mr Wolf?' As a result, they use number names as they count the number of their steps and run fast, adjusting their speed and direction to avoid being caught by the wolf.

The contribution of the early years provision to the well-being of children

Children settle well because of the welcoming and nurturing atmosphere created by the consistent staff team, who offer a gradual approach to helping children to settle during flexible settling-in sessions. Parents are actively encouraged to share a wide range of information in relation to their child's preferences, care routines and learning needs. This ensures that children's individual needs are met. Children are exceptionally comfortable having their care needs met as key persons effectively deploy themselves throughout the session to ensure they are available to provide support for their individual key children. Consequently, children develop strong trusting relationships with their key person enabling them to feel secure. All staff respond positively to the children, making them feel special and well cared for. As a result, children demonstrate a strong sense of belonging. Children behave well as staff use a positive and consistent approach to managing children's behaviour, which takes into account their understanding and maturity. They frequently praise children for their efforts and achievements which motivates them to play well and respect each other. Children are fully aware of the nursery rules that reinforce and support children's understanding of positive behaviour. Staff are excellent role models as their calm and polite manner sets a good example for children. As a result, children have excellent manners as they say 'yes please' and 'thank you' when staff offer them foods at snack time. In addition to this, the good explanations staff offer and clear eye-contact helps children learn to consider risks and how to keep themselves safe. For example, they remind children walk down the small amount of steps to the playing field one at a time, so that they can clearly see where they are walking, they also wear safety helmets as they ride the scooters and bikes outside. Children learn about their personal safety as they help to cut up their banana for snack. Staff demonstrate how to hold the knife safely; therefore, children are encouraged to have a go at doing things for themselves and so develop some independence. Their sense of responsibility is enhanced as they take it in turns to be the 'special helper' of the day, they carry out duties, such as ringing the bell to signify tidy-up-time and leading the group inside after playing outside. However, on occasions older children are not always encouraged to dress themselves after staff change their clothes in order to maximise opportunities to enhance their self-help and independence skills.

Children's health and well-being is effectively promoted. The outdoor environment is put to very good use as children develop strong physical skills through daily opportunities to be physically active in the fresh air. This is very well resourced and set out attractively to inspire children to be active and interested in outdoor learning. Children use the space well as they learn how to throw and catch a ball and ride the bikes and cars, negotiating

the areas and watching out for their friends so that they 'don't crash'. Children attend to their own personal needs dependent upon their age. For example, staff support children to manage their own hygiene by encouraging them to help themselves to tissues to wipe their nose. Good hygiene practices are in place to protect children and ensure they stay healthy. Children know the reasons for a good routine as they explain that they need to wash their hands before snack so that 'they are clean to eat'. Children receive a good range of healthy nutritious snacks and staff discuss the benefits of good hygiene habits and foods. For example, they read stories to children about visiting the dentist and emphasise the importance of brushing their teeth twice a day and eating healthy foods. They explain to children that 'sweets are not good for us, but apples keep us healthy'. Children's awareness is further reinforced as they enjoy playing games such as, 'hungry gorilla' as they sort healthy and unhealthy foods. Staff make sure that children are able to freely access fresh drinking water so that they stay well hydrated.

The learning environment is well organised. There is a good range of high quality toys and resources, including those that reflect the cultural diversity of different communities. Parents talk positively about the improved opportunities that children have to play outside and be active since the nursery has re-located. The organisation of the environment ensures that all children can make decisions for themselves about whether to play outside in the fresh air. Low-level furniture and storage units enable children to access toys and equipment independently. Photos on some storage boxes enable children to clearly see what is inside. Therefore, they know where to return it when they have finished playing. However, there are further opportunities to maximise children's early reading skills and independence. Staff use displays well to celebrate children's achievements. For example, the nursery is decorated with beautiful examples of children's colourful artwork and some older children write labels for these attractive displays. This helps children to feel that their efforts are valued and boosts their self-esteem. Developed links with local primary schools and visits from school staff enable children to meet their prospective teachers ready for when they transfer at the end of the school year. This prepares children well for the next stage of their education. Key persons prepare detailed transition reports to share children's progress between parents and prospective teachers so that the transition from nursery to school is a smooth one.

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

The manager has a good understanding of the requirements to safeguarding and promote children's welfare. The manager and staff are knowledgeable about the procedures for child protection issues, allegations made against staff and making referrals if they have any concerns about a child. The manager is one of the designated safeguarding officers and has attended additional training to support her in this role. She is also fully aware of the requirement to notify Ofsted of any significant event that may have an impact on the well-being of the children. This supports children's welfare. Manager has not needed to recruit staff since taking over the nursery; however, she is fully aware of thorough recruitment procedures to ensure any future staff are suitable. The nursery premises are secure as they have effective systems in place to prevent unauthorised visitors gaining access to children. For example, the external door is locked when children are inside and

staff are astute to unexpected visitors, as the large windows enable staff to monitor this. The manager uses comprehensive risk assessments and daily checks to help ensure that the children play in a safe environment. In addition, there are clear procedures for outings to promote children's safety. The manager oversees that all documents required for the safe and effective management of the children are in place, confidential and well maintained.

Staff understand their role and responsibilities because they receive clear communication and guidance from the manager during regular staff meetings, supervision and appraisals. In addition to this, the manager works alongside staff and is able to oversee staffs' performance and assist them in their professional development. Consequently, staff are well-supported to provide high quality care and education. They attend a range of training to ensure they are up to date with any changes in legislation and to further their childcare knowledge. Recent training for staff includes, 'Every child a talker' training and as result, staff have an increased understanding of how they can support and accurately assess children's early communication skills. An appropriate number of staff are trained in paediatric first aid and food hygiene. The educational programmes are thoroughly monitored, this ensures they promote opportunities across all areas of learning and children enjoy their experiences and make good progress. The manager and staff have a strong drive and ability to build on their good practice. They effectively identify their strengths and have a clear robust plan for improvement. The views of children, staff and parents inform change and are strongly welcomed. Parents have no hesitation in approaching staff with their ideas. They are able to do this either through daily verbal conversations or completing a questionnaire. This ensures that their views contribute to the nursery's overall self-evaluation. Good links with the local authority has proved influential in making significant improvements, in addition to effectively addressing the recommendations raised at the last inspection. Planned improvements include further enhancing links with the local children's centre to enable all staff to knowledgably inform parents of their current services.

The manager and staffs' partnership with parents is well established and this makes a strong contribution to care, learning and development. Parents are kept informed and involved in their children's progress, as they can discuss their children's records with staff at any time. There are regular key person meetings, so that parents look at and contribute to their children's assessment records. Parents are kept fully up to date with relevant information in relation to children's activities and events on the notice board in nursery and regular newsletters. Staff arrange regular charity events, such as 'quiz' and 'pamper' nights that enable parents to feel part of the nursery community. They are also provided with copies of the nursery's policies and procedures. The nursery has in place clear procedures to exchange information with other settings children attend. For example, they exchange an information sharing form, detailing children's progress, so that both settings have a clear picture of where children are in their learning. The manager knows how to seek support and advice from other professionals to ensure children's individual needs are fully understood and can be met should the need arise. Parents speak exceptionally highly about the 'incredibly enthusiastic staff'. They appreciate the consistency of the staff team, that has enabled their children to settle well and the 'extra mile' that staff go to ensure that their children's needs are met. Parents comment on the 'infectious and endless

energy of the manager' and feel very lucky that their children are able to attend this nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY470497
Local authority	Cambridgeshire
Inspection number	939889
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	13
Number of children on roll	15
Name of provider	Anita Elizabeth Street
Date of previous inspection	not applicable
Telephone number	07972800460

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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