

Cheltenham Nursery and Pre-School

1a Everest Road, CHELTENHAM, Gloucestershire, GL53 9LA

Inspection date

Previous inspection date

19/08/2014

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 make good progress because staff focus sharply on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development.
- Staff provide many interesting materials and experiences for children to explore, so that children become engrossed in their play.
- Children are happy, settled, keen to learn and rapidly growing in self-assurance, because of strong relationships with staff.
- Staff involve all parents in their children's learning through a good exchange of information, which encourages parents to share children's achievements at home.

It is not yet outstanding because

- There are few examples of print in the garden to further enhance literacy for those children who particularly like to learn outside.

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.

Inspection activities

- The inspector observed children in all areas of the nursery.
- The inspector held discussions with the nursery manager, owners, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Cheltenham Nursery and Pre-School registered in 2014 and is privately owned. It operates from a converted bungalow in the Leckhampton area of Cheltenham, in Gloucestershire. The nursery is on the Early Years Register. Children have access to a main playroom, toilets and enclosed garden. The nursery uses the Montessori approach to children's learning. It opens from 9am until 2pm, five days a week, with drop-off times available from 8.45am. The nursery is closed for two weeks at Christmas and bank holidays. It accepts children from aged two years up to four years of age. The manager and member of staff both hold appropriate childcare qualification to level 3. There are currently eight children on roll.

What the setting needs to do to improve further

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

- extend the use of print outside to further promote children's literacy, for example, through the provision of letters, signs, labels and books.

Inspection judgements

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

Staff meet the needs of all children at this cosy and vibrant nursery, and endeavour to give them the best possible start in life. They know the children well and the staffing ratios are kept low. As a result, they tailor activities and their teaching methods well to meet the needs of the children. Staff collect information from parents and carry out observations as children settle into the nursery. This helps them quickly establish children's starting points so they can plan activities and experiences that interest children and build on their existing skills. Short observations and photographs in children's individual learning journals provide evidence of their progress. Journals are informative and give good quality information about children, which include their next steps and the progress they are making. Summaries of progress are completed regularly and are shared with parents and carers. Parents are invited to share information about what their children do at home. This means that any gaps in children's learning are quickly identified and support is well planned. As a result, all children make good progress relative to their starting points.

Overall, the quality of teaching is good. Staff make good judgements about when children need time to play and explore independently, or with other children. They intervene skilfully to extend children's learning. For example, they talk about the sunny day and the needs of the tomato plants they are growing. This helps children to extend their language and thinking as they talk about what they should do, make predictions about the weather and decide to water the plants to help them grow. Consequently, children become active

and interested learners. Thoughtfully laid-out resources enable children to concentrate for extended periods of time on their chosen tasks. For example, children sit deeply involved in their chosen play as they use different-sized kitchen tongs to move and sort an array of dried food. Staff encourage children to either solve problems for themselves or request specific help. For example, when children notice that there is not enough space to run easily, the staff help the children to explore strategies to overcome this for themselves. Consequently, children proudly solve the problem for themselves.

Throughout the nursery, staff routinely encourage children's learning and development across all areas of learning. There is a sharp focus on providing children with good communication skills. Staff communicate effectively with children. They sensitively use gesture to support communication with younger children and provide commentary on their play. As a result, children learn new words and build sentences. Staff interact skilfully with children as they extend their language through their imagination. They use questions effectively to help children develop the storyline of their imaginative play. Staff extend children's language and thinking as they talk with them about what they are doing and engage children in conversation. They help children to understand about games with simple rules as they play with a ball outside.

Children develop their physical skills well through exploring and negotiating the outdoor provision, which includes climbing a slide, managing to ride on bikes, gardening and playing in the mud kitchen. Children develop their expressive skills through activities that encourage them to use their imagination and creative skills in their play, such as exploring different mark-making tools on different textures. The nursery routinely supports children's understanding of the world, for example by growing fruit and vegetables in the nursery garden and through providing many opportunities for children to explore cause and effect. Staff provide activities that develop children's awareness of numbers and counting, and they extend children's understanding of mathematical language and concepts through clear explanations. Children enjoy many opportunities for practising their early writing skills with a range of paints, brushes and pens. Younger children develop their small muscles as they use pencils to make marks and explore their marks in sand. Older children who are going to school benefit from planned activities where they learn to read and write simple words through sounding them out and using name cards. Indoors there are many good opportunities for children to see print in books, signs and labels. They explore different areas of learning through books as staff encourage children to choose books to look at, and staff read to children each day. This helps develop children's early reading skills. However, outdoors, there are few opportunities for children to see print in the environment. This slightly reduces opportunities to further promote children's literacy skills in a range of environments.

Since opening, the nursery has developed good links with local schools, which children are able to visit. Staff also have plans in place for the staff from the schools to visit the children in the nursery. This helps children settle well into the next stage of their learning. Staff encourage children's self-confidence and independence in preparation for their move to school.

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

Settling-in arrangements are flexible to meet individual children's needs, with parents encouraged to spend time with their child in the nursery. As a result, children settle easily and happily into the nursery day. A good key person system is in place and staff quickly build up secure relationships with children. Staff find out key words in children's home language to support communication with children learning English as an additional language when they first start. Parents receive good quality information about children's care routines and staff help children with toileting training. As a result, children become independent and experience continuity in their care. Accidents are recorded, and parents are informed and asked to sign to say they are aware of what has happened. All staff are trained in first aid. Regular risk assessments ensure that the environment is safe, with hazards identified and risks minimised. Staff deploy themselves well so that they can supervise the children's safety while allowing children to build their confidence in their skills and ability to manage risk. For example, staff stay close as children use the slide and talk to them about how they are climbing.

Staff provide positive role models. They listen to children attentively and show that they value them through their positive body language. Children behave well because staff set clear expectations of behaviour and make children feel valued. Children enjoy time spent in small groups, which helps them to develop new friendships and confidence as they talk in front of an audience. This supports their emotional well-being and prepares them for their move to school. Parents state that their children have rapidly increased their confidence since starting the nursery. Staff are friendly and approachable; they make sure that they talk to children at eye level, and use calm and encouraging language to remind children to behave appropriately. For example, most children show that they understand that they need to wait or take turns when they blow bubbles. Staff are experienced and confident to apply strategies to support children's understanding of appropriate behaviour if required. This includes children who may find group times difficult. Staff support these children well and ensure that they are part of the group by encouraging them to join in and reminding them of appropriate behaviour.

Children undertake a range of activities outside that challenge them physically. Children play outdoors in all weather and staff encourage their understanding of the need to wear appropriate clothing for the weather. Children learn about healthy lifestyles as staff encourage them to make healthy choices at lunchtime. Throughout the nursery, provision is made for children to have easy access to drinks of water when they are indoors and in the garden. Children plant and grow their own fruit and vegetables. This helps them to understand where food comes from.

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

The manager and the staff in the nursery have a good and very clear understanding of the requirements of the Early Years Foundation Stage. Consequently, they meet all of their legal obligations and provide a good service for children and their families. Staff ensure

children are safeguarded because they check the environment and take steps to minimise potential hazards. All staff attend safeguarding training on a regular basis. This means they recognise the possible signs that children are at risk from harm and know how to make a referral following the nursery policy, which is in line with local procedures. Recruitment is robust. All of the required checks are undertaken to ensure that staff are suitable to work with children. A rigorous interview, induction and probationary period help to establish suitability and develop staff's knowledge and skills.

The manager oversees all the development records to ensure appropriate observations are made across all areas of learning. The information is then carefully monitored. If relevant progress is not evident, further explorations are made. This ensures all children receive the support they need. The line management system provides staff with good opportunities to discuss children's individual welfare and development. This helps to ensure that staff are well supported and able to seek further guidance and training if required. The management and staff are dedicated in their goal to provide good quality childcare, and work well as a team. Staff are able to contribute to the evaluation of the nursery, and take pride in their work and the exciting environment they provide for the children. There is clear direction and enthusiasm from the manager, supported by the provider, and this motivates the staff team. Although the nursery has not been open long, action plans are in place to ensure they continually evaluate and improve their teaching skills and the learning environment for the benefit of the children. This shows a strong drive for continual improvement is in place.

Parents and carers speak highly about the nursery. They say their children enjoy attending. They can see progress in their children's development, and comment that they gain the skills needed to help them make the move to school. Parents and carers feel comfortable in the nursery environment and are encouraged to take part in activities with their children and nursery staff. Opportunities are available for parents to share their views of the nursery through face-to-face discussions, comments in their children's learning journal and questionnaires. Children are well prepared for the next stage in their learning, due to good links with other local settings.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475685
Local authority	Gloucestershire
Inspection number	956218
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	8
Name of provider	Cheltenham Nursery Limited
Date of previous inspection	not applicable
Telephone number	01242 232643

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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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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