

# Chiltern Nursery School

All Saints Church Hall, Oval Way, Gerrards Cross, Buckinghamshire, SL9 8PZ



## Inspection date

22 May 2017

Previous inspection date

11 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff demonstrate effective teaching skills. They extend children's learning and skills. They carefully plan to meet the individual needs of each child.
- Children develop close bonds with staff. Staff support children's confidence, such as with consistent praise and encouragement. Children enjoy trying things out and respond well to challenges. For example, children persevere as they negotiate obstacles in the garden and throw balls through hoops.
- Children develop good physical skills. They become engaged in their play for extended periods. Children, including those receiving funding, make good progress from their starting points.
- Staff benefit from regular supervision and support with good opportunities to discuss each child's development and staff's teaching practice. The manager/provider reviews the work of each key person frequently to ensure they observe, assess and plan effectively for children's ongoing development.

### It is not yet outstanding because:

- Systems for sharply analysing the progress made by different groups of children are still being developed.
- Staff miss opportunities to value individual's home backgrounds and extend children's knowledge and understanding of the similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- monitor the outcomes for different groups of children more effectively to quickly address any differences in achievement
- extend opportunities for children and staff to value their home backgrounds and support children's understanding of diversity and the wider world further.

### Inspection activities

- The inspector observed activities in the main base room and the outdoor space.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, the manager/provider and her staff have completed further training and developed their knowledge and skills for supporting the next steps in children's learning. Staff have improved the information they gather on children before they start at the nursery. Safeguarding is effective. Staff understand how to report any concerns about children's safety or welfare. Staff know how to recognise children who may be at risk, such as from extreme behaviours and views. Staff attend core training and staff meetings and source a range of materials to support their quality of teaching. Leaders use evaluative feedback and information from others well during the self-evaluation process to improve continuously the provision and children's experiences. Parents have a positive view of the nursery. They receive regular information about their children's development and find staff approachable and friendly.

### Quality of teaching, learning and assessment is good

Staff carry out accurate assessments about what children know and can do. They effectively plan activities and build upon children's interests well. They have a good knowledge of how to support children's learning. Children have good opportunities to investigate and explore their environment. Staff use effective questioning to help younger children develop good communication and language skills. For example, children have lots of opportunities to learn new language, enhance their vocabulary and gain confidence in their growing abilities. Children experience a good range of sensory, creative and imaginative experiences. For instance, they explore various materials, such as noodles and potato printing. They learn about different fruits and vegetables.

### Personal development, behaviour and welfare are good

Children are confident, independent and sociable. For example, the older children confidently ask questions. Children attentively listen to others and relish the frequent opportunities to share their ideas and experiences. Staff effectively help children who are less confident to participate and take turns. They encourage children to work cooperatively and respect others. Children's behaviour is good. They enjoy healthy snacks and learn about healthy eating. Children enjoy playing outdoors each day to support their health and well-being.

### Outcomes for children are good

Children develop a range of skills to support the next stages in their development, including starting school. For example, younger children learn how to pour and measure during water play. Older children enjoy many opportunities to develop early reading and early writing skills, such as recognising their name, writing and posting letters in their pretend play. They enjoy learning the sounds that different letters represent.

## Setting details

<b>Unique reference number</b>	107981
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1095949
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Frances Cameron-Wilson
<b>Registered person unique reference number</b>	RP909808
<b>Date of previous inspection</b>	11 July 2016
<b>Telephone number</b>	07774047323

Chiltern Nursery School registered in 1992. It operates from a church hall in Gerrards Cross in Buckinghamshire. The nursery opens on Mondays, Tuesdays and Wednesdays from 9.30am until 2.30pm and on Thursdays and Fridays from 9.30am until 12.30pm during school term times only. The nursery provides funded early education for three- and four-year-old children. A team of four staff work with the children, the deputy holds a level 3 childcare qualification and one member of staff holds a level 2. The owner is also the manager, she holds a Montessori teaching qualification at level 4. One member of staff is unqualified..

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