

# Great Chishill Nursery

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



<b>Inspection date</b>	22 March 2018
Previous inspection date	25 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The well-established staff team regularly reflects on their practice. They seek children's views on activities and incorporate their ideas into the planning. The manager uses meetings well to update staff on new initiatives and to discuss how they can continually improve the good outcomes for children.
- Partnerships with parents are strong. Staff keep parents well informed about their children's development and share how to extend their learning at home. Parents comment that their children are happy and cared for very well by attentive staff.
- Staff give good support to children who speak English as an additional language. They learn words and familiar phrases from children's home language, to help build children's confidence and self-esteem, as well as to support their acquisition of English.
- Staff help children to develop good mathematical skills. For example, they effectively question them about how much vegetables cost and how much more it will be if they buy two items from their pretend grocer's shop.

### It is not yet outstanding because:

- The provider does not always sharply focus her monitoring of staff practice to consistently raise their practice and teaching skills to the highest standard.
- When children first start at the nursery, staff do not always fully gather information from parents about their child's capabilities, to ensure the initial planning for their individual learning is of the highest quality.

## What the setting needs to do to improve further

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

- find more ways for monitoring staff practice that helps to further improve the quality of teaching to the highest standard
- gather more detailed information about what children know and can do on entry to the setting, in order to plan more swiftly and precisely for their ongoing learning.

### Inspection activities

- The inspector observed staff's teaching and interactions with children indoors and outside.
- The inspector spoke to staff and children and held a meeting with the provider.
- The inspector observed an adult-led activity with a member of staff and held a discussion with her about children's learning.
- The inspector looked at a sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider and staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. There are robust recruitment and vetting procedures in place. This ensures that any new staff are checked to determine their suitability to work with children. A thorough induction process helps them to understand their roles and responsibilities. Overall, staff are given regular opportunities to further their own knowledge and development by accessing training. Staff talk about the positive impact this has on their practice. For example, they are looking at ways to incorporate more activities that support children's creativity and critical-thinking skills.

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

Staff use their observations and assessments effectively to plan what children need to learn next. They organise suitable activities based on the children's interests. Children's communication and language skills are given high priority. They enjoy looking at books, listening to favourite stories and singing songs. Staff foster children's learning of mathematical concepts. For example, they help children to count how many spoons of soil it takes to fill up a cup and they compare the heights of structures they make. Staff also help children to learn about the natural world, for instance, as they effectively question them about how plants and flowers grow in the soil in their gardens.

### Personal development, behaviour and welfare are good

Children enjoy fresh air each day and have many opportunities to be physically active. For example, staff take them on walks in the countryside surrounding the nursery. Children look for signs of the changing seasons, such as flowers growing in the spring. In warmer months, they use the adjacent field for sports days and other physical activities. Staff organise the daily routine based on children's needs. For example, when children are actively engaged in play they delay snack time until children show they are hungry. Children are developing good levels of independence. They eagerly help to tidy away toys and help themselves to healthy portions of food at snack time. Staff have high expectations of children's behaviour and provide consistent praise as they play and learn.

### Outcomes for children are good

Children are inquisitive, keen to learn and enthusiastically explore all the play materials and the environment. They use tools and equipment, such as knives and scissors, with skill and control. Children are keen to learn how to recognise letters and sounds, and write and spell words for themselves. They particularly enjoy thinking of words that start with the sound of the week and continue this learning at home. All children make good progress and are well prepared, with the skills they need, for their next stage of learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY470497
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1102851
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Anita Elizabeth Street
<b>Registered person unique reference number</b>	RP515159
<b>Date of previous inspection</b>	25 March 2014
<b>Telephone number</b>	07972800460

Great Chishill Nursery registered in 2009. The nursery opens Monday to Friday during school term time. Sessions are from 9.30am to 2.45pm on Monday, Tuesday and Wednesday and from 9.30am to 1pm on Thursday and Friday. The provider is in receipt of funding to offer free early education to children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

