

Chevening School Nursery

Chevening Road, Chipstead, Sevenoaks, Kent TN13 2SA



Inspection date

26 February 2019

Previous inspection date

9 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children are very happy and settled at this welcoming and friendly nursery. They come into the nursery eager to see the staff and their friends. All children make good progress in their development.
- The manager and her staff team are highly motivated to evaluate the provision and make improvements. For example, they have further developed the range of opportunities for children to learn outdoors.
- Children learning English as an additional language are well supported. For example, staff work closely with parents to develop children's speaking and listening skills, including in their home language.
- Parents say that they feel that their children are well cared for. They speak highly of how involved they are in their children's learning from the start. For example, parents identify home visits as particularly helpful in building relationships with the staff.
- Staff are good role models for children. They teach children to be polite, play together and share. For example, children learn to use sand timers to support their turn taking.
- Occasionally, staff could do more to further support children in developing their own thoughts, ideas and independence skills.
- In order to raise the quality of practice to the highest level, arrangements for observing and monitoring staff should be more sharply focused.

What the setting needs to do to improve further

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

- ensure that all children have sufficient time to answer questions fully and further opportunities to demonstrate their good independence skills
- strengthen the already good arrangements for monitoring and coaching, to focus more precisely on raising the quality of staff skills and practice to an even higher level.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector met with some of the management committee and the trustees.
- The inspector completed a joint observation with the manager.
- The inspector met a number of parents and read written representations from parents. She took account of their views.
- The inspector sampled a range of documentation, including children's development records and key policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Terrie Simpson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Checks are carried out on all members of staff and the management committee to make sure that they are suitable. Comprehensive induction procedures include training on how to keep children safe, and how to report safeguarding concerns. All staff have relevant first-aid qualifications. The manager has regular meetings with staff and there are opportunities for staff to reflect on their practice. Information from any training is shared to help develop the provision. Effective monitoring indicates that all children, including those with special educational needs and/or disabilities, make good progress from their starting points. The nursery works well with a range of other professionals. For instance, the nursery is an active member of a local collaboration of settings providing mutual support.

Quality of teaching, learning and assessment is good

Staff get to know the children well. They respond to children's developing interests to extend learning. For example, children's interest in measuring a teddy is extended as they are supported to measure each other. Staff have a sharp focus on supporting children to develop speaking and listening skills. They extend children's vocabulary and introduce new words. For instance, 'diagonal' and 'straight' are introduced during a planned mathematics activity. Children excitedly pretend to be photographers as they use cameras that they program themselves. They have plenty of opportunities to develop their writing skills. For example, they confidently write letters and record their experiments in all areas of the nursery.

Personal development, behaviour and welfare are good

Staff quickly develop strong attachments with children and children's good behaviour demonstrates that they are happy and secure. Children develop strong friendships and play harmoniously together. Children's emerging needs are quickly identified, and staff work closely with parents and professionals to ensure that all children develop and learn. Children gain an awareness of how to keep themselves healthy, for example through eating healthy snacks and learning that they need to drink when they have been running around. Staff provide an environment that offers many opportunities to develop physical skills, such as an outdoor climbing wall. Children move, run, jump and carry toys with confidence. They learn about the wider community and different cultures, for example when parents share special cultural events and celebrations in the nursery.

Outcomes for children are good

Children grow in confidence in this friendly, nurturing nursery. They enjoy conversations and sharing books with their friends. They learn to communicate effectively and to make their needs known to staff. Children enjoy the well-focused group times where they listen attentively to stories and are keen to contribute their ideas. Older children learn the correct pencil grip and to write their own name. Staff work hard to ensure that transitions to school are well supported. For example, they attend school visits with the children. All children are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	127098
Local authority	Kent
Inspection number	10063736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of registered person	Chevening School Nursery Committee
Registered person unique reference number	RP902200
Date of previous inspection	9 July 2015
Telephone number	01732 452 342

Chevening School Nursery registered in 1993 and is run by a committee. It operates from the grounds of Chevening Primary School in Chipstead, Kent. The nursery is open each weekday from 9am until 3.30pm during term time only. This includes an optional lunchtime session from midday to 12.30pm. There are nine members of staff. Five hold relevant early years qualifications at level 3 or above. This includes one member of staff with qualified teacher status. The nursery receives funding for free early education for three- and four-year-olds.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

