

# Inspection of Chiltern Nursery

20 Peppard Road, Caversham, READING RG4 8JZ

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Inspection date: 21 August 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited for their day at this welcoming setting and confidently separate from their parents. The friendly staff support them to quickly settle into their day. Staff recognise the importance of building strong parent partnerships. They work closely with parents and gather information about children when they first start, such as their likes and dislikes. Staff then use this information to build bonds with the children and to plan around their individual needs. This means that even the youngest of children settle quickly into the nursery routines.

Staff have high expectations for children's behaviour and development. They embed the rules and routines of the setting well. This means that children understand staff's expectations of them. Staff are good role models and children behave well. Staff consistently use good manners, such as saying 'please' and 'thank you', which children repeat.

Staff encourage children to lead a healthy lifestyle. The chef provides a nutritious and balanced diet for children. Older children are excited to show their vegetable patch and talk about what they are growing. With staff, they happily water the vegetables and confidently talk about how they care for the plants. They excitedly talk about how they are looking forward to picking the vegetables when ready, then cooking and eating them.

## **What does the early years setting do well and what does it need to do better?**

- The management team identify areas that they would like to improve and have set a plan in place to implement these changes. They work closely with staff to share ideas and make a plan that works for everyone. The curriculum is successfully embedded throughout the setting and children are well supported for the next stage in their learning. Staff say that they feel well supported and their training needs are met. The team share and celebrate staff's achievements.
- Children's communication and language is well supported. Staff recognise different methods to support children with their individual communication needs. Staff use simple signing successfully throughout the nursery. Older children show a love of books and listen intently while staff read enthusiastically to them. Younger children enjoy singing sessions and some children use simple sign language alongside their singing.
- Staff successfully embed mathematics into children's everyday activities and conversations. For example, staff ask older children what happens when they add an object or take one away. Children use mathematical language during their play, such as 'small', 'big' and they confidently count. Younger children are beginning to recognise basic shapes and colours and talk about size, for example a 'big star'. This means children start to understand simple

mathematical concepts.

- Overall, staff support children's independence well. Older children self-serve their food at lunch time. Younger children have photos on their water cups so they are able to identify and recognise their own cups. Some children also recognise those of their friends. However, at times, some staff are quick to complete simple tasks for children that they could try for themselves, such as tidying away activities and pouring liquids at mealtimes. This does not fully support all children's developing independence skills.
- Staff plan activities to support children with their personal, social and emotional development. Small group activities help children to learn to take turns and share. If children struggle with behaviour, staff work with them and talk calmly to help them regulate their emotions. For younger children, staff offer gentle reminders of expectations, such as not to stand on resources. Planned activities focus on supporting children to listen to other views and work together. For example, children use boxes to create models and show each other solutions for how to attach different materials together.
- Children have ample opportunities to develop their physical skills. The extensive outdoor areas are well planned by staff to provide children with opportunities to take part in a range of different activities. Older children skilfully race around on bikes and navigate the areas well. Children laugh as they join in with a game of tennis with staff. Younger children enjoy digging in the sand and balance on wooden planks with staff support.
- Children with special educational needs and/or disabilities (SEND) are well supported. Additional funding is used effectively to support individual children's needs. Staff effectively communicate with other agencies and parents to ensure consistency for children. When staff identify learning delays or additional needs, support is put in place in the quickest time possible. This means all children make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- enhance the support provided to staff to enable them to further encourage children's independence skills throughout their everyday activities and routines.

## Setting details

<b>Unique reference number</b>	EY221229
<b>Local authority</b>	Reading
<b>Inspection number</b>	10355130
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	The Chiltern College
<b>Registered person unique reference number</b>	RP907493
<b>Telephone number</b>	0118 9471 847
<b>Date of previous inspection</b>	19 November 2018

## Information about this early years setting

Chiltern Nursery is part of Chiltern College and opened on its current site in 1931. It is situated in the grounds of the college, and is a registered charity. The nursery is open for 51 weeks of the year from 8am to 6pm, Monday to Friday. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 79 staff. Of these, 49 hold relevant childcare qualifications at level 2 and above. Five staff hold childcare qualifications at level 6.

## Information about this inspection

### Inspectors

Nicky Butler  
Clare Perry

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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