



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY221229

DfES Number: 519145

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Claudia Padfield

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Chiltern College
Setting Address 16 Peppard Road
Caversham
Reading
Berkshire
RG4 8JZ

REGISTERED PROVIDER DETAILS

Name Chiltern College 159730 201911

ORGANISATION DETAILS

Name Chiltern College
Address 16 Peppard Road
Caversham
Reading
Berkshire
RG4 8JZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Chiltern College Day Nursery is part of Chiltern College and opened in 1947.

It is situated in the grounds of the college, and is a registered charity. Chiltern College also offers out of school care, in the form of a before and after school club and holiday play scheme. These operate from another building within the grounds and are run by a different staff team.

The nursery serves children from the local area and beyond. There is also a school on the same site; this caters for children who are aged five to eleven years old. The nursery is open 51 weeks a year from 08.00 to 18.00 Monday to Friday.

There are currently 209 children on roll, which includes 50, funded three year olds and 33 funded four year olds. The setting has systems in place to support children with special educational needs and for whom English is an additional language.

The staffing structure is made up of a Childcare Manager, Curriculum Manager, Teacher, 4 Nursery Co-ordinators and 39 childcare staff. Of these 41 staff have appropriate early years qualifications, and most have attended relevant first aid training. The nursery also employs a catering company, housekeeper, gardener cleaners and a maintenance man.

The nursery has regular support from a teacher advisor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Chiltern College Day Nursery offers good quality care for children. Staff have good relationships with the children and are sensitive to their individual needs. Good use is made of the available space and there is provision of opportunities for children to choose from the stimulating and interesting resources on offer. All of the relevant documentation is in place, which staff adhere to in their practise to ensure good care of all children.

Most precautions have been taken to safeguard children and minimize potential risks, however not all staff are aware of fire evacuation procedures. Steps are in place to promote health and hygiene, although they do not cover sandpits to protect sand from contamination. Children are encouraged to be independent in their personal hygiene and self-care. Snack and meal times are a sociable occasion in which children share news and experiences.

Children are confident and respond well to known routines. They are motivated, involved and interested in their play and relate well to each other and adults in the group. Staff are interested in what the children do and say they talk and listen to the children and ask questions to make them think. They frequently offer praise and encouragement to promote good behaviour. There are good systems in place to support children with special educational needs to ensure they effectively meet their needs.

Partnership with parents is good. A friendly and approachable staff team welcomes them. Newsletters, notice boards and written policies keep them well informed about the provision and children's activities. There are good systems in place, which enable parents to share information regarding their child's progress.

The out of school care also operates from premises within the grounds. This had observations as part of an additional visit; it comes within the same overall judgement.

What has improved since the last inspection?

Not applicable

What is being done well?

- The children are in effective groups and the space is organised well to allow children to move confidently and safely within the environment.
- Children are involved in a stimulating range and balance of interesting activities, which helps them to make progress in all areas of learning.
- There is good integration into the group of children with special needs. There are effective working relationships with parents and outside professionals.
- Staff praise and encourage positive behaviour to promote self-discipline and raise children's self-esteem.
- Partnership with parents is effective and staff value their input and contribution to the group.

What needs to be improved?

- the arrangements in place to ensure that sandpits are protected from contamination and the sand is kept clean
- the staff awareness of fire procedures, to ensure that all staff are aware of

their roles and responsibilities in a fire evacuation.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that all staff are aware of their roles and responsibilities in a fire evacuation.
7	Ensure the sandpits are protected from contamination and the sand is clean

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Chiltern College Day Nursery is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good and has a positive impact on the children's learning. Staff have a sound knowledge of the foundation stage shown by the activities planned and observed, and through discussions with staff. Teaching methods encourage children to engage in conversation and staff use effective questioning techniques to extend children's thinking. However, staff do not observe all children regularly and some are observed more frequently than others. Use of these observations is therefore not successful to inform planning, taking account where individual children are in their learning. This results in inappropriate challenges for some children.

Relationships are good, children respond positively to staff and behaviour is exemplary. Staff use praise and encouragement effectively to encourage children's independence and promote good behaviour and self-esteem. Children with special educational needs have good support and strategies are in place to encourage sharing of information with parents and outside agencies.

Leadership and management is generally good. The setting has a good awareness of its strengths and weaknesses. The deployment of staff is beneficial to the children's learning and the planned learning environment encourages children to think and access resources independently.

The partnership with parents is very good and contributes to the children's learning. Staff regularly keep parents informed about their child's time at the nursery, the activities and the progress their child is making. They are happy with the quality and quantity of information they receive.

What is being done well?

- Staff create a well planned stimulating environment where children learn through a wide range of interesting activities.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own as well as working co-operatively as part of a group. Behaviour is exemplary.
- The programme for physical development is very good; children have opportunities to develop both their large and small muscle movements.
- The organisation of the resources allows children to independently make choices, access and practise their skills in knowledge and understanding of the world.
- Staff regularly keep parents informed about their child's time at the nursery,

the activities and the progress their child is making.

What needs to be improved?

- the frequency of observations, to ensure that all children are regularly observed to help them move to the next stage in their learning
- the opportunities for children to develop an understanding of subtraction through practical activities
- the evaluation of activities, to ensure appropriate challenges are provided which are suitable for all children.

What has improved since the last inspection?

The group has made generally good progress in addressing the key issues since the last inspection. All children now have regular opportunities to practise phonic sounds and letter names through planned activities.

There are now regular opportunities for children to problem solve during activities, although there are fewer opportunities for children to develop a practical understanding of subtraction.

Parents are regularly kept informed through daily verbal updates, and staff produce termly written reports which are effectively shared with parents. They also invite parents to attend profile meetings to discuss their child's development and progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good levels of independence in selecting and carrying out activities, as well as regularly seeking out others to share experiences. They are keen and motivated to learn. The children respond positively to staff and behave exceptionally well, forming good relations with peers and adults and showing growing consideration for others. Evidence in the form of planning and displays show that children explore cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently engaging in conversation with staff and peers. They enter into dialogue about their creations, and communicate their needs and wishes effectively. Some children are beginning to use phonic knowledge in spelling and are beginning to form recognisable letters. However not all staff encourage children to label their own work and write for a variety of purposes. Poor use is made of the book corners by staff and as a result, children show little interest.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a developing interest in numbers and counting. All children can count to ten and beyond and most can recognise written numerals up to ten. Children confidently use mathematical language to discuss number, shape and size. They participate in a variety of activities, which help them match, sequence and sort. However, staff provide limited opportunities for children to develop an understanding of subtraction through practical activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about features of the natural world through regular topics and outdoor play. Children explore and investigate life cycles and germination of seeds. They use their senses to explore a varied range of materials and objects. They purposefully build, construct and investigate a range of technological equipment. Children recall information and regularly share experiences such as holidays, and birthdays and events that occur in their own lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities to use a range of tools and activities to enhance their physical development. They are developing confidence in balancing, climbing, control and coordination, in both indoor and outdoor activities. They are confident and capable when undertaking routine activities such as dressing themselves and show increasing independence in their personal care.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their creativity well through a variety of activities, and are offered daily access to a wide range of media and materials. They have regular opportunities to explore colour, texture, shape and form. The children enjoy participating in singing activities and action rhymes. They are beginning to investigate sounds of musical instruments and represent their own ideas well through dance and self-expression.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- monitor the frequency of observations, to ensure that all children are regularly observed to help them move to the next stage in their learning
- increase opportunities for children to develop an understanding of subtraction through practical activities
- regularly evaluate activities to ensure appropriate challenges are being provided which are suitable for all children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.