

Chiltern College Day Nursery

18 Peppard Road, Caversham, READING, RG4 8JZ

Inspection date	29/10/2013
Previous inspection date	07/12/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All staff have a comprehensive understanding of how children learn and they promote children's learning through thoughtful planning and positive interaction.
- The nursery offers all children a stimulating environment and purposeful activities to engage in, which results in children making excellent progress in their learning.
- The key person system is particularly successful so that children have a sense of security and belonging.
- The cohesive staff team from management to trainees reflect that children's care and learning needs are unquestionably their top priority.
- Partnerships with parents and carers are exemplary and ensure that children's individual needs are recognised and given high priority

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors undertook the inspection each observing different areas within the nursery.
- The inspectors spoke to parents, children and staff at appropriate times during the inspection.
- The inspectors observed the interaction between the staff and children.
- The inspectors sampled a range of documentation, including observations and assessments undertaken on the children, accident and medication records, and evidence of staff suitability.
- One inspector undertook a joint observation with one of the management team.

Inspector

Amanda Shedden Lynne Lewington

Full Report

Information about the setting

Chiltern College Day 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 serves children from the local area and beyond. The nursery is open 51 weeks a year from 8.00 am to 6.00 pm, Monday to Friday. Children in each age group have access to separate, secure outdoor play areas. There is level access to the premises and toilet facilities on all levels of the building. The setting supports children with special educational needs and/or disabilities, and also supports children who use English as an additional language. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The staffing structure is made up of the college principal, the head of nursery, a co-ordinator for each age group and 55 childcare staff. Of these, 50 staff have appropriate early years qualifications, and five are working towards a National Vocational Qualification level 3 (NVQ3) in childcare. The nursery also employs a catering company, housekeeper, gardener, cleaners and a maintenance team.

What the setting needs to do to improve further

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

- review the display of fact and fiction books for the older children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive in this exceptionally well organised nursery. The staff offer the children a comprehensive range of worthwhile activities that fully promote their learning. They offer children inspiring and imaginative activities throughout the day. Staff completely understand each child's learning needs and this means they can promote children's learning through an excellent range of planned and incidental activities. Each child has an individual learning plan with their achievements and next steps highlighted. Their next steps are shared amongst the staff team which enables all staff to engage with the children in a meaningful way. They use open questions to allow children to think for themselves and contribute their own knowledge. All of which supports children to make excellent progress in their learning.

Staff are able to focus on supporting children to consolidate on their learning through planned and incidental activities. For example, staff stand back while children try to carry too many blocks outside, holding back from interfering so that children can solve problems and work out their own solutions; which they do.

Children are introduced to mathematical concepts and language throughout the nursery in different and inspiring ways. Young children undertake simple counting with resources and singing number songs whilst older children are given time and resources to create elaborate structures. Children receive praise for their efforts, promoting their self esteem and confidence. They learn to problem solve through practical situations, for example, how to go up hill on a trike when there is a passenger on the attached trailer. They demonstrate their increasing skills, for example by working out that instead of peddling, they have to use their legs to push it along until it reaches the top.

Children enthusiastically dig in the sand, filling buckets, hiding items; staff sit on the edge and join in modeling language, praising and encouraging, without interfering. They ask open questions like what will happen if? Adults demonstrate how to tip the full bucket over, whilst young children help and pat the bottom of the bucket. Older children describe what is happening independently while younger children listen and engage in conversations developing language to describe what they are doing and by making predictions from their own knowledge.

Children have extensive opportunities to learn about the natural world. Children talk confidently and knowledgably about fruit and vegetables they have grown. These include raspberries, potatoes and green beans, which they cook and eat at the nursery or take them home. They learn to care for them as they water them each day and watch them grow. They have also had tadpoles that they watched grow and then released once they had turned into frogs. These real experiences all add to children's knowledge and opportunities to develop their language and understanding as they use their senses. All of these activities and the knowledgeable skills of the staff team help children to be extremely prepared for their next stage in learning. They clearly demonstrate increasing and comprehensive skills and have a positive attitude to learning.

The contribution of the early years provision to the well-being of children

The exceptional key person system is very effective and fully promotes children's care and learning needs. Staff are sensitive and have a comprehensive understanding of each child through observations and discussions with parents. Babies are particularly well cared for as the key person undertakes as much of their personal care as possible, supporting babies to form secure emotional attachments. Each child's individual routine is respected, meeting their needs extremely well. The nursery have reorganised some of the rooms which results in children having long term relationships for up to two years with their key person.

When children are ready to move onto their next stage of learning either in the nursery or onto school, these successful systems fully support their transfer. Children moving on in the nursery have many visits with their key person and their new key person will visit them in their room. Staff support those that are moving on to school to be independent and confident, so they will have the confidence in their new setting. Key staff from the nursery also attend some of their school visits so that children have someone that knows

them well.

Children are extremely confident in the setting. They select from the extensive and stimulating resources independently. Babies and young children are encouraged to select as their resources are on the floor, enabling them to reach them easily. Positive and encouraging interaction from staff greatly supports children's motivation and enthusiasm in making decisions. Children play many games together which supports their understanding of turn taking and co-operation. Staff ask them open questions to help them develop an understanding of safety. For example, when rocking on a chair they are asked why it may be dangerous. This encourages children to think about what they are doing and builds on their own knowledge and understanding. Children are exceptionally well behaved. They clearly know the rules of the nursery and staff give clear explanations so children know what is going to happen next, thereby supporting their sense of security. There are pictorial time lines which give children a visual guide to the day which are particularly useful to children who have limited language abilities.

Meals are freshly made for the children each day. The extensive and varied menu offers the children many different healthy foods each day. A chef prepares food for the babies, giving top priority to ensuring foods are appropriate for their different stages. The nursery caters particularly well for those children who have allergies or food intolerances. Children and staff sit together to enjoy meals, making this a good social occasion with staff providing good role modelling on how to use cutlery correctly. As the children get older they are encouraged to help themselves to more food as they require.

Children are encouraged to be highly active, particularly whilst in one of the stimulating extensively resourced gardens. There is space for them to move and run around, exploring the space and to use the paths to ride their trikes. Children of all ages enjoy and develop their physical skills as they use the range of swings and climbing equipment that is appropriate to their stage of development. The outdoor area has many resources to promote their learning, for example children try and match photographs of different birds. Staff use this opportunity well to encourage and enthuse children in naming and comparing the different features of the birds. This lends particularly good support to children's emerging vocabulary throughout the day.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery is inspirational. The senior management team and the nursery manager all work exceptionally hard to oversee, encourage and develop the service they provide. All staff and the senior management team are passionate and knowledgeable about their work. They are constantly looking beyond and at how and what they can do to improve the outcomes for children. Managers have high expectations of their staff and highly effective systems in place to support both qualified and unqualified staff. Staff practice is evaluated regularly and they are encouraged to undertake regular training which will develop their skills and knowledge further. The nursery has recently had a training day with a guest speaker who came to talk about

managing children's behaviour. Staff stated that they found this inspirational and the new strategies they have learnt are already having an effect on the children.

The management team have an accurate and significant understanding of their responsibilities to ensure that all aspects of learning and development and welfare and safeguarding requirements are fully in place. All staff are required to undertake safeguarding training on a regular basis. This, together with their understanding of the policies ensures they know what to do if they have a concern over the welfare of a child.

Robust recruitment procedures are in place to ensure only suitable staff are appointed. The nursery takes up secure references for staff and ensures all information is gained to make a fully informed decision about an adult's suitability. Many of the staff appointed are trainees from the college who have already worked at the nursery which has enabled management to observe their practice at first hand.

Staff, parents and children contribute to the nurseries' self evaluation. Management use this information as well as their own monitoring to analyse and create action plans. They have long and short term plans to improve the nursery which demonstrates their vision for the future and capacity to maintain ongoing improvements to the service. These include plans to change the rooms to enable children to have more family groupings which will result in the children having fewer moves within the nursery.

Partnership with parents and others is exceptional. Extensive ongoing information is exchanged between the nursery and parents promoting continuity of care and learning. Daily discussions take place and in particular, the younger children have valuable daily diaries charting their day. Every six weeks parents are given an update on the progress their child has made and what they are going to do next to promote their child's learning further. Parents are extremely happy with the nursery and state that their child loves coming here. The nursery has effective communications with other agencies involved with the children and access valuable help and support for those children with any additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY221229
Local authority	Reading
Inspection number	909481
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	165
Number of children on roll	182
Name of provider	Chiltern College
Date of previous inspection	07/12/2010
Telephone number	0118 9471 847

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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