

# Chiltern Nursery

18 Peppard Road, Caversham, READING RG4 8JZ



<b>Inspection date</b>	19 November 2018
Previous inspection date	29 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- The leadership team has effective systems to evaluate the quality of the nursery. Leaders seek feedback from children, parents and the staff team to help identify priorities for development. This helps to contribute to their drive for continuous improvement.
- The quality of teaching across the setting is good. Staff are well qualified and overall, have an in-depth knowledge of children's individual needs. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make good progress in relation to their starting points.
- Staff are kind and caring with the children. The effective key-person system has enabled the formation of strong bonds. This helps children to feel safe and secure. They are confident and interested learners who are keen to try new things.
- Staff have developed good relationships with parents and a range of external agencies to help them support children with SEND. This helps to promote a consistent approach to children's care and learning.
- Methods for tracking groups of children's progress are not effective to help raise their outcomes to the highest level.
- At times, staff miss opportunities to build on children's problem-solving skills and help them to think critically and find answers for themselves.

## What the setting needs to do to improve further

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

- develop the methods used to track the progress of groups of children to help raise outcomes to the highest level
- support staff to develop their teaching skills further, in asking questions that help maximise children's ability to think critically for themselves and help them to develop their own ideas.

### Inspection activities

- The inspectors toured the premises and observed the children taking part in activities and evaluated the impact of these on their learning.
- The inspectors sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspectors spoke with staff at convenient times during the inspection.

#### Inspectors

Claire Boparai  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The leadership team and staff all confidently know how to identify and report potential concerns about children's welfare. Recruitment and vetting procedures are stringent and ensure that staff are fully vetted. There is a very thorough and robust induction procedure. This means that newly appointed staff do not have unsupervised access to children until all suitability checks are complete. Overall, the dedicated leadership team monitors staff performance well. They regularly observe staff practice and hold individual supervisory meetings. Staff benefit from ongoing professional development opportunities, to help enhance their skills. For example, they use new ideas gained through training to help further support children's language skills. The manager deploys staff well to supervise babies and children carefully. Leaders have recently reviewed records to help ensure children's safety and health is monitored promptly and even more effectively.

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

The leadership team monitors children's individual progress effectively, from the frequent observations completed by staff. This helps to enable them to work together to identify and support any potential gaps in children's progress. Children's language development is fostered well. For example, staff play alongside children and comment on what they are doing. They spend time talking and listening to children to help build on their speaking skills. Children are eager to take part in the activities offered to them. They enjoy listening to stories read by enthusiastic staff. Staff adapt their teaching well overall, to support children's individual needs. For example, they use hand gestures while talking to children who may need extra support to help aid their early communication skills.

### Personal development, behaviour and welfare are good

Children are quickly put at ease by the kind, caring and well-organised staff. Staff care for children in a well-resourced, stimulating learning environment which overall, they access independently. Children explore the indoor and outdoor environment confidently. For example, babies learn to climb and develop their physical skills with staff encouragement. They pull themselves up on furniture and develop confidence in standing up. Older children enjoy navigating on scooters, showing their spatial awareness as they move around the garden. Children learn about other people's similarities and differences in the wider world. For instance, they learn about the traditions of other cultures and festivals. Overall, children behave well. Staff share their behavioural expectations with children, such as through reminders, to help them learn how to behave with others.

### Outcomes for children are good

Children have positive attitudes to learning and are well prepared for school. They acquire skills to support the next stages in their learning. For example, younger children display good mobility and coordination. Older children show perseverance as they complete more complex puzzles, and competently count and recognise numbers.

## Setting details

<b>Unique reference number</b>	EY221229
<b>Local authority</b>	Reading
<b>Inspection number</b>	10082449
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	165
<b>Number of children on roll</b>	190
<b>Name of registered person</b>	The Chiltern College
<b>Registered person unique reference number</b>	RP907493
<b>Date of previous inspection</b>	29 October 2013
<b>Telephone number</b>	0118 9471 847

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 8.00am to 6.00pm, 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 65 staff. Of these, 44 hold relevant childcare qualifications at level 2 and above. Three staff hold early years professional status.

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