

Inspection of Lindfield Pre-School Nursery

Chilterns Lifestyle Centre, Chiltern Avenue, Amersham HP6 5AH

Inspection date: 2 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily chatter to the warm, welcoming staff as they arrive at this setting. They hurry into the rooms, excited to spend time with their friends. Children choose from a wide range of activities. Staff know the children very well and plan around their interests and needs. Children quickly become engaged in their chosen activities and stay for extended periods of time. They show that they feel safe and secure and approach staff when they need reassurance or comfort.

Staff have high expectations for children's behaviour and learning. Staff are good role models, and children behave well. Children are independent learners and show a positive attitude. They persist at activities. For example, younger children use magnets to lift and move small objects. They persevere until they have completed the task.

Children make good progress from their starting points. Staff successfully help children to develop the skills and knowledge needed for the next stage in their learning. Staff talk to children about what they are doing, asking questions and giving children time to think and respond. Children learn about the world around them. For example, staff create engaging displays about different cultures. Children excitedly try on traditional hats from other countries.

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

- The strong management team has a clear vision for the curriculum and what it wants children to gain from their time at the setting. Managers consistently evaluate the setting to help ensure that they are meeting the needs of all the children. Staff report that they love their jobs and are happy. They have regular one-to-one meetings with managers to discuss their needs. Managers recognise the needs of staff and children and provide training to meet these.
- Staff support children's communication and language exceptionally well. They regularly assess children's needs and development. Staff provide support, both one to one and in small groups. Children who speak English as an additional language make very good progress. Staff work together with parents and use key words from their home language to communicate with children.
- Staff incorporate mathematics well into children's everyday activities. Younger children count the pieces of fruit cut for their snack. Older children learn about size and measure. Focus activities help children to move on to the next stage of learning in this area. For example, older children participate in group activities with numbers and shells. They confidently match numbers with quantities.
- Staff support children's personal, social and emotional development well. Children learn about their feelings and how to regulate these. If children struggle with emotions, staff talk to them calmly and help to resolve any

conflicts. Staff support children to share. Focus activities encourage children to take turns and listen to their friends. For example, small-group work involving games encourages children to wait for their turn.

- Staff provide children with a variety of activities to support their physical development. Children skilfully navigate around the outdoor space using ride-on toys. They happily join in with music and movement sessions, listening and following the instructions of the songs and laughing as they jump around. Older children regularly enjoy walks in the local community and learn about road safety. They develop new skills as they spend time in woodland and explore nature during forest school sessions.
- Children with special educational needs and/or disabilities are supported very well. Staff work with parents and support with referrals to ensure that children receive help in the quickest time possible. Staff work closely with other professionals to help children achieve their goals. They provide an inclusive environment where all children are valued.
- Staff encourage children to be independent. Children put their coats, hats and gloves on when going outside. Older children prepare for the transition to school. They look at pictures of their new schools, and staff provide uniforms for children to dress up in. Where possible, children's new teachers come in to visit and spend time with them.
- Children know the routine well. Staff use visual timetables to help children understand what happens now and next. However, transition times do not always meet the needs of all children. This can result in children becoming distracted and disengaged. For example, while waiting for lunch, children take part in singing and dancing. Some children are less interested, and during these times, children's behaviour can become challenging.
- Parents speak highly of the staff and setting. They describe the staff as caring and patient. They report that their children settle quickly, and staff know them very well. Parents feel supported by staff and seek advice when needed.

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:

- strengthen strategies used to manage transition times to ensure children's individual needs continue to be met at all times.

Setting details

Unique reference number	2739294
Local authority	Buckinghamshire
Inspection number	10315359
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	65
Name of registered person	Lindfield Pre-School Nursery CIO
Registered person unique reference number	2739295
Telephone number	01494725630
Date of previous inspection	Not applicable

Information about this early years setting

Lindfield Pre-School Nursery re-registered in 2023. It is based within the Chiltern Lifestyle Centre in Amersham, Buckinghamshire. The setting is open from 8am to 6pm, Monday to Thursday, and until 5pm on a Friday, term time only. Children can access various sessions during this time, including breakfast and after-school clubs. The setting also offers some holiday club provision during the main school holidays. The setting offers funded education sessions for children aged two, three and four years. The setting employs 14 staff, 10 of whom hold early years qualifications.

Information about this inspection

Inspector
Nicky Butler

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 nursery and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.

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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