

# Little Chums Nursery

Inspection report for early years provision

---

**Unique reference number**

EY297852

**Inspection date**

13/12/2010

**Inspector**

Fiona M Robinson

**Setting address**

Beehive Lane CP School, Beehive Lane, Chelmsford, Essex,  
CM2 9SR

**Telephone number**

07840 285878

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Chums Nursery was first registered in 2005 and has the sole use of a classroom within the grounds of Beehive Lane Primary School in Chelmsford. This includes an enclosed kitchen area and toilets. Children have access to a playground and a secure, enclosed outdoor play area. There is ramped disability access to the setting. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 26 children may attend the setting at any one time. There are currently 20 children aged from two to the end of the early years age range on roll. The setting receives funding for early education places. Children attend from the local catchment area and wider community. It is open each weekday from 9am to 12.30pm, term time only.

The setting employs five staff, most of whom hold appropriate early years qualifications. One has a National Vocational Qualification at level 4, two hold level 3 and are working towards level 4, and two hold level 2. The setting is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy talking part in interesting indoor and outdoor activities and achieve well. Staff take into account their individual needs and interests and ensure they are included in activities which are generally very well resourced. Children make good progress as staff are experienced and are largely effective in planning for their next steps in learning. Partnerships with parents and carers and the host school are good and information is shared effectively. The manager and staff have a clear idea of the setting's strengths and areas for development and are committed to making effective improvements to the setting.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further assessment procedures to record the achievements and progress of the children
- increase opportunities for children to use information technology in activities.

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

Staff safeguard and promote children's welfare well because they are aware of safeguarding and child protection procedures and understand their responsibilities.

Comprehensive policies, procedures and documentation are in place to ensure children's welfare and safety and are reviewed regularly. There are robust collection procedures in place, which are carefully followed by staff and parents. Risk assessments are conducted regularly to keep children safe in the indoor and outdoor environments. There are rigorous systems in place for staff recruitment and vetting, to ensure that all staff and adults working with the children are suitable. Children are supervised at all times to ensure their safety. They use a wide range of equipment that is safe and suitable for their age. Fire evacuation procedures are practised regularly to ensure that staff and children are familiar with the routine.

Partnerships with parents and carers are good because staff are caring and supportive and keep them well-informed of special events and activities. They receive regular newsletters and useful information is clearly displayed on the parents' notice board. They are actively involved in supporting their children's learning and development and key staff share information regularly through discussion at the beginning and end of sessions. Staff share information of the children's achievement and progress at planned 'open sessions' with parents to show them the good progress children make at the setting. However, staff are looking at ways to develop assessment procedures, as currently the youngest children's achievements are not consistently recorded. This impedes staff from fully identifying their next steps in learning to enable them to make the best progress in all areas. Parents say their children enjoy every moment at the setting and are prepared well for life and school. Partnerships with the host school are good and the setting benefits from the use of the outdoor environment. There are good links with staff in the Foundation Stage to ensure children have a smooth transition into full-time education. There are also well-established links with outside agencies to support children with special educational needs and/or disabilities.

The setting is well-led and managed and the staff are enthusiastic about driving improvements in the setting. The manager and staff have a clear idea of their strengths and areas for development and there are good self-evaluation processes in place. Staff meet regularly to discuss planning and value the views of parents and children. Staff have recognised the need to widen the use of technology in activities, as currently children do not always have the option to take pictures with digital cameras or explore computer packages, which can sometimes inhibit their choice of resources. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff have extended the opportunities for children to explore and investigate their natural environment. Staff access relevant training courses to enhance their experiences. They actively promote equality and diversity to ensure children are included in activities. They show extra care and sensitivity to those with special educational needs and/or disabilities and make effective use of the well-stored resources that are available in order to meet the needs of all of the children. Staff work well together as a team to build good quality provision in a warm, welcoming environment.

## **The quality and standards of the early years provision and outcomes for children**

Activities are well-organised and children achieve well. Staff value their ideas and include these in the planning. Children with special educational needs and/or difficulties are supported in their learning and achieve well. Topics, such as 'Winter', 'Castles', 'Pets' and 'Dinosaurs' enrich the children's learning and give them varied learning opportunities. Children also learn about festivals, like Hanukkah, Christmas and the Chinese New Year throughout the year and enjoy learning about other cultures, customs and food.

Children behave well and respond well to the staff's high expectations of behaviour. Staff are very good role models, who encourage children to share their resources sensibly. Children develop good self-esteem and respect for others. They share fruit amongst themselves at snack times and take turns to use construction kits to build, design, investigate and solve problems. Children have good relationships with one another and are well-motivated in a bright, stimulating environment. Children enjoy regular outdoor play and have valuable opportunities for physical exercise. They show skill when using the climbing apparatus and enjoy riding their pedalled vehicles and scooters and negotiate space well when running or walking. They have a good understanding of keeping healthy and safe and are encouraged to make healthy choices about what they eat at snack time. They learn to use equipment safely as they prepare fruit salads and smoothies and make sensible choices when they select fillings for their sandwiches. Children benefit from regular talks on safety from the fire and police services and learned about safe precautions on Bonfire Night and the dangers of fireworks. Because of this, children feel safe at the setting and show responsibility and care when moving around their environment.

The children respond well to the care and support they are given. They achieve well and are confident and well-motivated. Most children can write their own names and have good opportunities to write letters to Father Christmas. They enjoy stories about Christmas time and are keen to answer questions based on what they have just read or learned. Most children can count to ten and beyond and confidently sing rhymes, such as 'Five Little Monkeys'. They enjoy identifying shapes and numbers in the indoor and outdoor environments. The outdoor environment stimulates their curiosity, as children are keen to go on bug hunts, build dens and go on sensory walks. They enjoy planting and growing flowers and vegetables in their garden during the summer. Children's creative skills are developed well as they create colourful collages of Winter Wonderland. They enjoy designing and making cards and printed leaf patterns. Children enjoy practical activities and are curious to find out how long it takes for ice cubes to melt in warm and cool water. They show interest as they learn about caterpillars growing into butterflies. Overall, the children are well-prepared for future learning experiences at the nursery.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met