

Chapel Street Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Chapel Street Nursery is managed by a committee and re-registered in 2011. The nursery operates from a self-contained unit which is part of the Methodist Church in a residential area of Cheadle, Staffordshire. Children have access to an enclosed outdoor play area.

The nursery is open each weekday from 8.45am to 3.30pm during school term times. Children can attend for a variety of sessions. The nursery is registered on the Early Years Register and a maximum of 35 children aged from two to five years may attend the nursery at any one time. There are currently 39 children attending who are within the Early Years Foundation Stage.

There are six members of staff working directly with the children, along with a cook and two supply daycare staff. Of these, one member of staff has Early Years Professional Status, the manager is working towards a foundation degree and two staff have a level 3 early years qualification. One member of staff is working towards a level 2 qualification. The nursery provides funded early education and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are good relationships between the staff, the children and their parents. Systems of communication with other providers of the Early Years Foundation Stage are also effective. Key workers make good use of most of the resources and equipment to provide opportunities for children's ongoing progression. Most systems to ensure children feel safe and secure within their environment are also in place. Self-evaluation and risk assessment within the provision are effective.

What steps need to be taken to improve provision further?

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

- provide sufficient time and support for children to express their thoughts, ideas and feelings in a variety of ways, such as during circle time
- support children in feeling safe and secure through preparing them for changes that may occur in the routine.

The effectiveness of leadership and management of the early years provision

Safeguarding is a priority at the setting and all staff have a good awareness of the policies and procedures to be followed. Indoor and outdoor areas are secure. The risk assessment in place fully identifies all possible risks to children. All adults are suitably checked and vetted. The self-evaluation procedures are good and include

the identification of strengths and areas for further improvement. Parents, children, staff and management are all fully included in the procedures.

Management and key workers are a strong team who are committed to continually improving outcomes for children. Positive relationships between the key workers, children and parents are effectively fostered through written and verbal exchanges of information. Communication between the key workers and other professionals and providers of the Early Years Foundation Stage is good and ensures inclusion for all children on roll. Embedding ambition and driving forward improvement are a key focus of the management and staff.

Engagement with parents is good. There is daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. Information about children's activities and routines are displayed for parents. They have free access to their child's profile and the policies are accessible in the entrance hall at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest, including walks to the library for story time and the local shops to buy fruit for their snacks. They also like to visit the local parks where they use the large equipment, run around in the fresh air and pick up stones, conkers and leaves to take back to the setting to compare and sort. The children also talk about the changing seasons and look for insects and wildlife in their environment. During their outings to the local pet shop, the children like to talk about the fish, mice and rabbits they see, how they live and what they eat. When exploring people who help us, the children visit the local fire station and talk to the officers about their job. Children also like to sit in the fire engine, put the officers' hats on and have a go at spraying water from the hose. They also visit the local church where the vicar talks to them about personal safety, such as stranger danger, using stories to help children understand. The paramedic also visits the children to talk to them about how they help people in the community.

Children find out about how to stay safe while on outings as they learn to cross the road safely under close supervision of their key workers at all times. They also learn about road safety through stories and role play activities when they use resources, such as stop and go signs and the zebra crossing. Children further their understanding of personal safety as they practise the fire evacuation procedures. They show they feel safe and secure in their environment as they interact positively with one another and their key workers, seeking comfort and assistance when they need it. At times, however, visitors are not always introduced to the children to ensure they continue to feel safe and secure during such changes to their routines. The children are beginning to show high levels of confidence and express their thoughts, ideas and feelings in a variety of ways. However, at times children are not always provided with sufficient time and support to further encourage these skills during circle time. The children learn about a healthy

lifestyle as they chat about healthy food during meal times. They are provided with a good range of healthy meals which include meat, pasta, fish, vegetables and a range of fruit for snack times. Children extend their understanding of a healthy lifestyle as they run around and use a range of equipment in their outdoor play areas.

Children's skills for the future are fostered well as they explore technology through the use of the computer. Children's problem-solving skills are extended as they explore various computer programmes that encourage them to look at numbers, calculation and shapes. They also build using construction toys and put together tracks. During planned activities and child-initiated play times, children use paints and crayons to make marks and create their own pictures. Children's sense of belonging is fostered well because their artwork is displayed for them in the play areas. The children like to be involved in a range of creative activities, such as finger painting, rolling and cutting the dough and playing with dolls and small world people. They also like to run their fingers through spaghetti and shaving foam. Children are beginning to understand that people have different needs, views, cultures and beliefs. They find out about their local environment and play with a broad range of resources that reflect positive images of diversity. They also explore festivals throughout the calendar year through food tasting, role play and looking through story and reference books.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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