

# Chec Mates Day Care

Inspection report for early years provision

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<b>Unique reference number</b>	208180
<b>Inspection date</b>	22/03/2012
<b>Inspector</b>	Lucy Showell

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<b>Type of setting</b>	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*.

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.

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## **Description of the setting**

Chec Mates Day Care registered in 2005. It operates from the CHEC centre in Madeley, which is a suburb of Telford. The nursery serves the local community. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday 51 weeks a year with sessions from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 27 children may attend the nursery at any one time. There are currently 44 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of child care staff, of these, two hold appropriate early years qualifications at Level 4, with remaining four at Level 3. In addition to this, the nursery also have an auxiliary member of staff who holds an appropriate qualification at Level 2 and a modern apprentice who is working towards a qualification at Level 3. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Chec Mates Day Care is a welcoming and homely environment where the enthusiastic staff team celebrate the uniqueness of each child. Staff have clear understanding of the Early Years Foundation Stage and competent knowledge of the welfare requirements within. Their valued relationships with parents and excellent partnership with other early years professionals ensure all children's individual needs are inclusively and consistently met. Effective practice is supported by some informative policies and procedures. The setting's good capacity for continuous improvement is demonstrated through the training attended and effective methods of assessment and self-evaluation.

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

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

- plan time for regular observations of children and completing records that are clear and accessible to everybody who needs to see them
- review and update policies and procedures required for the safe and efficient management of the setting.

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

Staff have clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. This is gained through attendance at updated training and ensuring guidance and contact information is readily available. Children's safety is further secured by the checks and actions taken regularly by the staff. For example, risk assessments are conducted and adaptations completed to ensure children are safe. Comprehensive systems underpin the safe and effective management of the nursery. However, some of the documentation in place has not been updated in line with current terminology. As a result, some of the written information shared may not be accurate in relation to the setting's policies and procedures. Robust recruitment and vetting procedures and continued professional development ensure children are cared for by suitable adults. Staff hold recognised childcare qualifications and an ongoing aim of the nursery is to support staff in gaining additional qualifications. Appraisals and team meetings are used to address any training needs and to identify any further opportunities to develop knowledge and skills or particular interests. Regular discussions and reports are completed with senior management and the board of directors. Consequently, there is a whole setting approach to development and ensuring all have an effective understanding of their roles and responsibilities within the organisation.

Sustainability of the nursery is assured through working exceptionally well with other organisations, such as, the local school, and attending local meetings and early years forums. They have attained high scores in their recent Early Childhood Environmental rating Scales audit and at inspection by the Environmental Health team. This and information gained through relevant and recent training attended is cascaded effectively throughout the staff team. As a result, staff acquire up to date knowledge regarding good practice and new initiatives. All staff are proactive in the implementation of their roles and daily responsibilities. For example, key persons develop valuable relationships with children and their parents to ensure continuity of care. The relationships with parents and carers are one of the strengths of the nursery. Parents are very comfortable here and are welcomed into the nursery with a friendly smile. They are invited to workshops and training events, coffee mornings or to share their experiences and opinions with staff and other parents. They receive plenty of Staff useful information with daily feedback and within the regular newsletters and colourful displays and staff are continually developing interesting ways to involve parents further within the nursery.

There is a clear vision and high aspirations shared by the staff. They acknowledge and respect all advice given by other early years professionals. Effective methods enable the opinions of staff, parents and others to be expressed and these are used when making plans for the future. They have established a system for reflection and self-evaluation. Consequently, priorities for improvement are clearly identified. The nursery is well-resourced providing various activities and opportunities for the enjoyment of all children present. The special educational needs co-ordinator has excellent and well-established links with other professionals and calls upon their expertise when needed. As a result, all children are fully

involved at the nursery and there is a truly cohesive approach when supporting their children with special educational needs and/or disabilities. Various cultures are represented well through a structured programme of events and celebrations which increases children's awareness of the diversity of the local community and the wider world. Teaching staff from local schools attend the nursery to promote effective transition for children starting school in September. In addition to this, valuable information about the children is coherently exchanged. As a result, transition is smooth and practice is both consistent and balanced.

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

Children have good awareness of their own and others safety. For example, they share space and equipment effectively, are well behaved, polite and show care and concern for others. The nursery is clean, well-maintained, safe and clear security systems are in place. At snack times children enjoy a healthy range of freshly prepared fruit slices, vegetable crudities or savoury snacks accompanied by a choice of drinks. Constant access to cups and jugs of water ensures children are suitably hydrated throughout the day. Children extend their understanding of healthy eating as they select items at lunch time and often pour their own drinks and ask politely for seconds. They also benefit through informative discussions with staff about healthy options making meal time a sociable and relaxed experience. Staff have effective and consistent systems for managing children's behaviour. For example, children are encouraged to develop the habits appropriate to good learners as they share equipment, take turns and show 'good listening' to others. They also understand how their behaviour can affect others and how it is rewarding to help with tidying away or setting up.

Valuable information regarding children's achievements is communicated effectively with parents. For example, children's starting points are secured and daily news is shared effectively. Staff are very knowledgeable about each of the children and through discussion show their understanding of effective observation and assessment to inform children's next steps in development. However, staff struggle to find sufficient time to complete the records fully and as a result children's progress is not clearly documented. There is a variety of age-appropriate and well-resourced activities, which are personalised to meet children's individual needs. Some beautiful displays of children's creations and useful information for parents decorate the walls and the bright and welcoming environment is well-organised. This, and the staff's enthusiastic and friendly manner, provides a resourceful balance of adult-led, freely-chosen and child-led activities. As a result, children develop confidence and show interest in the experiences on offer.

At circle time children enjoy the opportunity to share news with their friends taking turns to have a say. They enjoy listening to music together and playing a range of instruments identifying quiet and loud sounds as they play. At quiet times children sit together sharing stories with staff, turning pages carefully and 'reading' familiar stories to their friends or play considerately with accessible resources. In the baby

room there is a good variety of natural and man-made equipment. This enables babies to explore the environment using their senses, as they investigate the noises and sounds with encouragement and praise from staff. Children enjoy the free choice and select from the resources on offer in the low level storage boxes. They show great independence outside as they negotiate around one another riding bikes and driving cars and work together as they kick balls or roll hoops to each other. They confidently show the flowers that they have planted and are excited to see what will happen with the others that are still growing. Inside they use small construction bricks to build an array of structures supported by staff who ask what colour and how many bricks they have. They use their imaginations well as they act out real and pretend experiences with the role play resources, such as, dressing up, small world figures and trains and tracks. They socialise well with one another as they draw and chat to their friends and complementing each other about their pictures. They get creative as they select various tools and craft materials for their junk model animals. They are engrossed as they use sticky tape, boxes and paper, and choose additional tubes and string as part of their masterpiece. Overall, children are happy and well-stimulated and, as a result, they are progressing well across all areas of learning and development.

## 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	1
The effectiveness of the setting's engagement with parents and carers	2

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

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### 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

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

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