

Chapelford Village Nursery & Link Club

Chapelford Primary School, Santa Rosa Boulevard, Great Sankey, WARRINGTON, WA5 3AL

Inspection date

28/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

The quality and standards of the early years provision

This provision is good

- Children are motivated to explore and learn in the stimulating and well-resourced indoor and outdoor environment.
- The relationships between the key person, children and parents are strong. The effective practice to support children's emotional needs significantly contributes to children making good progress in their learning and development.
- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe.
- The manager and staff are an enthusiastic and dedicated team of childcare practitioners who aim to continuously improve the quality of the provision to effectively support children's learning and development.

It is not yet outstanding because

- There is scope to improve the use of the key persons' observations and assessments when identifying individual children's next steps, to make them more precise and help children make even better progress over time.
- There is scope to improve opportunities for children to develop their independence when serving their food at snack and lunch time.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector held meetings with the registered provider and the manager, talked to staff and carried out a joint observation with the manager.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Chapelford Village Nursery and Link Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It was first registered in 2006 and re-registered when it moved to the current premises. The nursery is situated in purpose-built accommodation within the grounds of Chapelford Primary School in Warrington, Cheshire. It is owned by an individual and is accessible to all children. It operates from two designated playrooms and there is an enclosed area for outdoor play.

The nursery employs 11 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3, one holds level 5 and two hold level 6. Two members of staff are also qualified to degree level and one is working towards Early Years Professional Status. The nursery opens Monday to Friday all year round from 8am until 6pm. There are currently 67 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the use of staff's observations and assessments to further improve the planning, with greater precision, for individual children's learning
- extend further the opportunities to develop children's skills of independence by enabling them to serve their own foods at snack and lunch times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good knowledge of the Early Years Foundation Stage, which they effectively use to support children's learning and development. Teaching is rooted in the good understanding of how children learn. Staff provide challenging and varied experiences based on their knowledge of children's interests. They know and respect children's play preferences and allow children to be spontaneous and make decisions about their own play activities. This successfully engages children in play and contributes to them developing their levels of concentration, as their interest is sustained. Using their knowledge of children's preferences, the staff skilfully encourage children to explore other

play possibilities. As a result, children make good progress in their learning and development in relation to their starting points. The quality of teaching and the range of opportunities children experience result in them being well prepared for their next stage of learning.

The key persons know their individual children very well. There is a close relationship between the key person and children, which is effectively nurtured before the children start nursery. Key persons complete home visits to get to know the children and observe them in their home setting, prior to their starting date. This enhances the relationship building and effectively gives key persons information to plan for the individual children's interest from their first day at nursery. Staff undertake baseline assessments, taking parents' knowledge and their own observations into account. The key persons complete ongoing observations on their key children to assess their stage of development and to plan for their progress. However, there is scope to enhance the use of the observations and assessments to plan activities with even greater precision to further enhance children's progress towards the early learning goals. The sharing of the children's learning records, the daily display of the plan of activities and discussions with key persons are some of the methods in place to provide parents with information to guide children's learning at home. Partnership working with other providers and external agencies is valued by staff to inform their planning and to provide the necessary support to meet individual children's specific needs. Key persons complete the required progress check at age two. This helps to support children's progress or identify if there are any concerns so that further support can be put in place.

Staff thoughtfully plan the playrooms to create stimulating environments to motivate children's desire to explore and learn. The continuous provision of a very good range of play materials and resources gives children opportunity to play at their own pace and return to equipment to practise skills. Staff are enthusiastic and playful, which influences children's positive attitude to play and learning. Children are confident to access resources independently and freely move between the indoor and outdoor environments. Staff fully embrace outdoor learning in the knowledge that for some children this is the preferred learning area. Outside the children pursue activities of their choice from the wide range set out and from the storage shed. In the soil beds they dig out the remains of the sunflowers they had grown in the summer. In preparation for this task, children are reminded to dress appropriately for the activity, which involves walking on muddy soil. Children are encouraged to dress themselves independently as they prepare for outdoor activities. This reflects staff's ongoing practice to nurture children's can-do attitude to complete tasks themselves, as an important characteristic of effective learning. The children select the gardening tools which they consider are best for the task. They are excited about the discoveries they make as they dig in the soil and eagerly involve staff and other children in their finds, including worms and decaying leaves. Staff's questioning encourages the children to talk about what they are doing, describe textures and compare sizes. This first-hand experience of the natural world helps them to understand the life cycle of plants and how it can continue, through keeping the seeds of the sunflower head to sow next year. The promotion of language development is intrinsic to all aspects of the nursery life.

A variety of strategies are used to promote this aspect of the children's development. Staff

have undertaken specific training in supporting children's language skills and have implemented the guidance into practice, which includes creating communication-friendly areas in both the indoor and outdoor environments. Staff speak clearly to the children so that they hear the correct pronunciation of words. They use visual aids, such as picture timetables and cards depicting play activities and feelings, which have a positive impact on children's communication skills, including those who speak English as an additional language. At circle time, children confidently share experiences and knowledge from different parts of their lives with each other. Older children demonstrate that they have developed the skill of turn taking in listening and talking during group activities.

Children are creative, for example, they paint, construct, pursue role play and make models using play dough. Staff encourage children to develop their own ideas and they value children's own work. Consequently, children develop their problem-solving skills as they persevere to achieve results to their satisfaction. For example, children re-design their construction using different sized pieces to make sure cars can fit inside. Children make their own play dough. They listen to and follow instructions from staff to identify the ingredients they need, and measure and mix these ingredients to make the dough. The children then play with the dough in a variety of ways using a range of tools to make their own models to cut out shapes, and some confidently transfer it to the home corner to incorporate in their role play. Children become competent in pursuing activities on the computer as part of their early information and communication technology experiences.

The contribution of the early years provision to the well-being of children

Staff are caring, supportive and consistent in their practice, which contributes to children feeling safe and secure and forming trusting relationships. Staff warmly welcome children and their parents into the nursery, which ensures that the children feel valued and cared for, and that relationships with parents are strong. The effective partnership working with parents promotes two-way communication to ensure children's individual needs are fully met. Staff are sensitive to children's needs and respect the uniqueness of each child. They adapt nursery routines to meet children's needs. For example, if children find it difficult to participate in the whole group activities, alternative activities are pursued with a member of staff. The introduction of key person home visits and the opportunity for children and parents to attend 'stay and play' sessions before children start help them to settle into the nursery environment. If on occasion children become upset, they are given appropriate hugs and reassurance to help meet their emotional needs. Procedures are in place to support children's smooth transitions as they progress on to school. These include visits being made by the reception class teachers to meet the children at the nursery, and the teachers having discussions with the key persons. This promotes continuity of learning and supports children's future progress.

Staff are positive role models and this influences children's behaviour, which is good. Children develop their self-confidence and enjoy the social aspect of their play as they make friends. They show consideration towards others, for example, they independently get a drink of water for themselves and their friend. Children willingly take responsibility towards their environment as they help staff with tasks, such as preparing for an activity and putting away resources after use. Children learn about keeping safe. They

demonstrate this as they calmly and confidently respond to the unexpected sounding of the fire alarm and implement the evacuation procedure as they have previously practised. Staff make effective use of outings for children to practice road safety procedures. Outings support children's understanding about the world around them. Parents and members of the community, such as fire fighters, are invited to come to the nursery and talk to the children to help them understand the role of people in their community and different people's lives. Children's involvement in raising funds for a variety of charities helps them understand the needs of others.

Children's health and well-being are effectively promoted. Children develop good self-care skills. From an early age they learn about the need to wash their hands after using the toilet, before eating their meals and after messy play. They competently complete these tasks independently. Children are provided with freshly prepared and nutritionally balanced meals and snacks. Menus are displayed on the notice board for parents information. Cafe-style snack is organised and children decide when they want to eat. This means that snack does not disrupt children's involvement in their play. Lunchtime is a social occasion where staff sit with the children and there is lively discussion. However, the food is plated when it is given to the children. They do not serve themselves independently to determine the amount and what they want to eat, and to further enhance their self-care skills. Children benefit from the large outdoor environment and a range of resources to support their physical development. They have the space to be energetic and exuberant in their movements, such as enjoying the sensation of running.

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

Staff are confident of their responsibilities to protect and safeguard children. All staff complete safeguarding training. There is a robust recruitment procedure to make sure suitable persons are employed to work with children. The induction procedure, frequent team meetings, supervision meetings and appraisals make sure that staff have a clear understanding of their roles and responsibilities. Comprehensive risk assessments are in place and staff carry out daily checks covering all areas of the nursery, so children can move safely and freely in their play. The premises and outdoor environment are secure to prevent children leaving unsupervised and to regulate adults who are admitted. The required documentation and records are in place and made readily available for the inspection.

The provider and manager place high priority on continually improving the quality of the nursery provision. Their enthusiastic commitment is reflected in staff's practice. They work as an effective staff team, which enhances all aspects of children's learning and development. Staff have good opportunities to continue their professional development and they are knowledgeable childcare practitioners. The provider and manager monitor the educational programmes and planning to ensure that provision is meeting children's needs. In addition to managers' observations of staff's practice, peer observations have been introduced to evaluate staff's performance and to learn from each other. The staff team, children and parents are involved in the self-evaluation process. In response to parents' views, the entrance area has been altered to make it more welcoming. Action

plans are in place to secure further improvements. Staff have designated responsibilities for different areas within the nursery; as a result, all areas are well planned with age-appropriate resources.

Parents are highly complementary about staff and the care and education their children receive. They comment that they are confident about the quality of the provision, knowing that their children are happy and make good progress in their learning and development. Parents state that they are kept well informed about their children's progress and the nursery organisation. Staff place a great emphasis on face-to-face communications with parents. This is achieved through the meet-and-greet policy at the beginning and end of the sessions, home visits and planned parents' meetings. Systems for effective working with other early years providers, such as childminders and nurseries, are in place to provide continuity and consistency for children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY460244
Local authority	Warrington
Inspection number	907196
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	32
Number of children on roll	67
Name of provider	Hayley McKenzie
Date of previous inspection	not applicable
Telephone number	01925791795

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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