

Chec Mates Day Care

Chec, The Health Shop, 31/32 High Street, Madeley, TELFORD, Shropshire, TF7 5AR

Inspection date

30/05/2014

Previous inspection date

22/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff form positive and caring relationships with children, so they feel safe and secure. This significantly contributes to supporting children's emotional well-being.
- Management implement rigorous employment procedures to make sure staff are suitable to work with children.
- Parents appreciate the welcoming and friendly environment staff provide for them and their children.

It is not yet good because

- Staff sometimes miss opportunities to extend children's learning through the appropriate use of open-ended questions in spontaneous play situations.
- Staff do not always plan activities, particularly during holiday periods, which engage the interests of all children. Consequently, children's learning and development is not consistently supported.
- The quality of teaching is not effectively monitored so it is often variable and does not ensure a rich learning experience for all children.

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 playroom and outdoor play area and talked to staff.
- The inspector had a tour of the premises.
- The inspector had a meeting with the manager and together they undertook a joint observation.
- The inspector looked at children's assessment records, evidence of the suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Ravenscroft

Full report

Information about 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. There are currently 44 children attending who are within the early years age group. 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 childcare staff, of these, two hold appropriate early years qualifications at level 4, with the remaining four holding qualifications 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 an apprentice. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the quality of teaching and provide support, coaching and training for staff so they are able to provide learning experiences that consistently promote children's good progress across each area of learning
- improve the quality of observation and assessments to clearly identify children's next steps and use this information to plan and provide a range of enjoyable learning experiences for children that match their individual needs, interests and stage of development.

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

- provide further opportunities for children to develop their language and critical thinking skills, for example, through the well-targeted use of open-ended questions.

Inspection judgements

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

Staff have an appropriate knowledge of the learning and development requirements of the Early Years Foundation Stage and provide some activities that capture children's interests. They support children's physical skills and personal, social and emotional development

appropriately. Children make satisfactory progress towards the early learning goals and are working within the typical range of development expected for their age. However, staff lack the necessary skills to support children and ask appropriate questions during activities. This means there are inconsistencies in the quality of teaching and some children's progress is not supported as well as others. During holiday periods children from the pre-school are cared for alongside the toddlers. No planning is undertaken to support children's learning during these times. This means that children do not enjoy meaningful activities to support their learning and understanding. For example, a spontaneous activity to make cakes is not effective as practitioners lead and the children are not involved in the preparation of ingredients. The activity is very slow paced and children have to wait long periods of time until it is their turn. Practitioners do not engage children in questioning or concepts of mathematics and science. As a result, children lose interest and do not learn well from the activity and their language and critical thinking skills are not developed effectively. Young children are read to quietly in the nearby book area and snuggle into the practitioners as they listen to the story.

Key persons complete baseline assessments shortly after children start attending the nursery in order to identify what children can already do. This helps them to identify children's next steps and to plan for their future learning when they first start. However, the arrangements for observation and assessment are not secure enough to make sure that staff gather accurate information about children's achievements on an ongoing basis. This means there is little foundation from which to identify next steps and plan effectively. Consequently, some activities do not offer appropriate challenge for all children and do not drive their learning effectively. As a result, children are making satisfactory, rather than good progress. Children are offered planned outdoor time, where they can be physically active and develop their coordination and balance through their small and large movements. For example, practitioners blow bubbles and share in the enjoyment as children run to catch them and stretch their arms to grasp. Practitioners support children's development in this area well. This develops stamina and perseverance. These skills also help children to prepare for their next stage in learning, such as school.

Children engage in self-chosen activities as they play. For example, they enjoy dressing up in a variety of hats and costumes and share their excitement with the practitioners. Practitioners interact positively with the children, for example, they also dress up in hats and scarves at the children's request. Practitioners talk to the children about their choice of clothes. For example, they talk about wearing hard hats on a building site to keep safe, which helps develop the child's understanding of the wider world. Practitioners support children to choose their own play from a range of accessible resources. Children play at their own pace and become absorbed in their chosen activity. For example, they show concentration during a painting activity. The children can select rollers and brushes from an open box and use these to develop their small muscle skills as they make patterns. They smile with delight as they study the work they have created and share their achievements with the practitioners who offer praise. Children demonstrate their knowledge and curiosity regarding electronic toys. They show practitioners what they can do and practitioners respond with praise and interest. This promotes children's well-being and offers them opportunities to actively learn. Practitioners share children's interest in the CD player and encourage them to find the button to open the lid and to place a disc inside. Children's pleasure is evident as the music starts to play. As a result, children are self-

motivated to develop an interest in technology. Children with special educational needs and/or disabilities receive some effective support because staff work closely with parents and other professionals involved in the children's learning in order to ensure that progress is made. There are suitable arrangements in place for the progress check for children between the ages of two and three years. This means that staff work with parents and identify when progress is not as expected, so that appropriate intervention can be put in place.

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

Staff are caring and attentive, which contributes to children feeling safe and secure and forming trusting relationships. The nursery has a key-person system in place, which supports children to settle in, as they quickly form an attachment to a specific adult. Parents are warmly welcomed into the nursery. Regular parent consultations are held to share and gain information about the child. This helps children to continue to feel emotionally secure. The organisation of the provision during holiday and quiet periods is not always conducive to meeting each child's individual needs. For example, children from the pre-school are cared for in the toddler room during holidays. This means that children aged two years and children over four years play with, and alongside each other. Older children are not effectively supported during this period and resources are not appropriate for this age range. This does not enable children to make effective progress in their learning and they do not engage well with the resources on offer. However, most children generally enjoy their nursery experience and are happy and settled.

Staff usually manage children's behaviour appropriately. As a result, children generally get on well together. Children develop independence as they choose resources from low-level storage units and most equipment is labelled to help them recognise and identify resources. Children manage personal hygiene routines well and are beginning to understand the importance of washing their hands at appropriate times. They enjoy a mid-morning snack at the nursery and the menu provides children with healthy choices, such as fruit and vegetables. Children have a cooked meal prepared off site. There is a clear understanding of children's allergies and dietary requirements, which protects their health and well-being. There is space and resources available for children to enjoy being active and develop their physical skills. Children develop some understanding of how to keep themselves safe during their play activities. For example, during role play, staff support children to understand how a hard hat can protect their head. The room is well organised with domestic furniture to create a homely atmosphere where children can rest. Staff respond to their key children's body language indicators and arrange for them to sleep when they show signs of being tired.

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

The management team have a satisfactory understanding of the requirements of the Early Years Foundation Stage. All staff have undertaken safeguarding training to update their knowledge in this area. Effective health and safety procedures minimise hazards and ensure children can learn and play in a safe environment. There are robust procedures in

place for recruiting, vetting and checking staff to ensure they are suitable and safe to work with children.

Staff are generally aware of their roles and responsibilities. Training is offered to staff and a record is kept of when training is undertaken or requires updating. The manager does not monitor staff's performance consistently, particularly with regard to the quality of teaching. As a result, children's experience is variable and their progress is only satisfactory. The educational programmes are not sufficiently well monitored to ensure that activities consistently meet children's needs and that their good progress is promoted at all times. Some evaluation of the provision takes place. As a result, the manager has identified some priorities for improvement and linked these to an action plan.

Staff have positive relationships with parents and others, which ensure they have appropriate knowledge of children's likes and dislikes and that parents are suitably well informed about their children's progress. The nursery has an reception area where parents are warmly welcomed and invited to discuss their child's progress at any time. Parents are complimentary about the care their children receive and the service provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	208180
Local authority	Telford & Wrekin
Inspection number	865525
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	44
Name of provider	Childcare Support on Site Ltd
Date of previous inspection	22/03/2012
Telephone number	01952 586499

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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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