

# Church Street Day Nursery Ltd

49 Church Street, Telford, TF1 1DA

## Inspection date

Previous inspection date

24/06/2014

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 effectively safeguarded as staff have a comprehensive knowledge of child protection issues and how to deal with any concerns.
- Good leadership and management procedures ensure that teaching is embedded into practice. As a result, staff are highly skilled in supporting and challenging children's learning through play.
- Leadership and management is very good. Both the provider and manager are passionate about the staff's work with children. As a result, the staff team work very well together to ensure that children receive a good quality early years experience.
- Effective partnerships with parents and other professionals promotes a collaborative approach towards ensuring that all children achieve their full potential and are well supported.

### It is not yet outstanding because

- There is scope to improve children's curiosity and exploration of the natural world to enhance their learning.
- Consistent opportunities for children to see words in their home languages are not always displayed around the environment to help aid the word recognition and communication skills of those children who speak English as an additional language.

## **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 children's activities in both the inside and outside learning environment.
- The inspector spoke with the registered provider and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation including children's developmental records, staff suitability, risk assessments and policies.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Lesley Bott

## Full report

### Information about the setting

Church Street Day Nursery opened in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building in the centre of Wellington, Shropshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across six rooms and have access to an enclosed outdoor play area. There are currently 64 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 10 staff working directly with the children, seven of whom have an appropriate early years qualification of level 3 and two are working towards level 2. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- extend further opportunities for children to explore and develop their understanding of the natural world by building on their interests and skills in growing and planting
- enhance the communication and early word recognition skills of children who speak English as an additional language, for example, by increasing opportunities to see words displayed in their home language.

## Inspection judgements

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

Children are effectively supported in making good progress by staff who fully understand how to engage children's interests and recognise they learn through play. As a result, children are highly motivated and enthusiastic to learn. Staff regularly observe children's achievements and use this information to effectively track their development. This means that staff are able to clearly identify children's next steps and plan activities that suit their needs, so that children of all ages and abilities make good progress in their learning. Detailed information is obtained from parents when children join the nursery because staff take time to complete baseline assessments. This ensures that planned play opportunities are accurate and based on children's individual learning and development needs, relative to their starting points. Children's progress and development is monitored effectively as staff complete learning journey records for each child to show an overview of progress over time. Displays of artwork and photographs of activities and recent outings reflect children's enjoyment and achievements during their time at the nursery. This shows that

teaching is effective and has a positive impact on children's learning. For example, children enjoy utilising the role play area which is currently a 'train station' after a recent nursery outing involving a train journey.

Children who speak English as an additional language are well supported by staff who are highly motivated and ensure that the children know and understand the daily routine so that they get the most out of all activities. For example, staff use visual timetables and photos to support children to communicate effectively. However, there is scope to enhance the opportunities for children who speak English as an additional language to see their own language in print, to further support their communication skills and help them recognise familiar words. Younger children are supported well by staff and the bright and stimulating learning environment. Staff are skilful in ensuring that resources are at the children's level to enable them to make independent choices. Treasure baskets provide much interest as younger children use their senses to explore and investigate the different objects inside. Children enjoy books as they increase and develop their new vocabulary and love of words. In addition, a large range of inspiring books are available for all the children to use within the nursery's library room. Older children understand what a word is as they recognise familiar letters and signs, such as, their own name on their coat hook or their name card to self-register. Experiences such as these, effectively support children in gaining the skills needed for their next stage in learning, including school. Staff give a high priority to ensuring that information is shared with parents about their child's achievements and progress, so that parents can support and continue their children's learning at home. Children are well supported in developing their physical skills as they enjoy being active both indoors and outdoors, moving safely with confidence to play outside. However, opportunities for children to explore the natural world, such as planting and growing, to enhance learning further have yet to be fully maximised.

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

Children's emotional well-being is fully supported. A comprehensive and effective key person system is in place and flexible settling-in sessions are offered to meet individual children's needs. Parents' contributions are highly valued and play an important part in helping staff to gain an accurate picture of the children when they first start. For example, babies' routines are acknowledged and adhered to by key persons. Transition strategies are good, as staff within the nursery work together to support children's needs as they prepare to move into the next room. Strong partnership working with local schools ensures that all children are emotionally prepared for their move to school. For example, teachers are invited into the nursery to inform them of the children's achievements prior to them starting at the new setting.

All areas of the nursery are well-presented, clean and inviting. Rooms are bright and welcoming, stimulating and well resourced. Toys and equipment are accessible to children and they are able to develop their independence, choosing what they want to play with. Consequently, children have ample opportunity to play and rest. Staff give the utmost priority to safety to ensure children are able to move around the nursery with confidence

as they take sensible risks in their play. For example, babies are able to roll, crawl and explore within their room in a safe and secure environment. Children's behaviour is good, as they are encouraged by staff to use good manners and are given clear and consistent boundaries. Staff effectively remind them about the use of 'please' and 'thank you' at meal times. Consequently, children understand the rules for being together, such as turn taking and sharing of resources.

A high priority is given by all staff in promoting children's healthy lifestyles. Staff discuss any particular dietary requirements with parents to ensure that dietary needs are met and addressed effectively. Snack and meal times enable children to enjoy well balanced and nutritious meals and snacks which are freshly prepared onsite. Children have routine opportunities to develop their independence skills, as they help set the table for lunch and serve their own food. Older children enjoy the independence of changing into their outdoor shoes to play as they enjoy outdoor activities, such as climbing and water play. Lunch times are sociable occasions where staff and children sit down together to eat their meals. This helps to promote children's good health and well-being at all times. In addition, children also benefit from daily opportunities for fresh air and exercise, helping to develop healthy lifestyles.

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

Safeguarding procedures are robust as staff have an indepth understanding of how to protect children from harm and neglect. They know and understand their roles and responsibilities if they have concerns about a child's well-being. Staff are knowledgeable about child protection issues and have attended recent training in safeguarding. They are fully aware of the procedures to follow if they have any concerns about a child in their care to ensure their safety. Safer recruitment and vetting procedures are in place to ensure that all staff working with children are suitable to do so. Sampled documentation and records are comprehensively maintained, giving a firm indication that all required documentation is in place and underpins children's safety and welfare. Staff's knowledge and understanding of policies and procedures is tested through policy training reviews during team meetings and individual appraisals.

Leadership and management of the nursery is very good. The registered provider and manager closely monitors staff performance and the effectiveness of teaching and learning. As a result, they develop new ideas to ensure that details recorded about children's progress and development is precise and meaningful. Consequently, children's progress is effectively monitored and appropriate interventions sought and identified gaps closing. The manager fully understands the learning and development requirements of the Early Years Foundation Stage. Together with the registered provider, they take overall responsibility for overseeing the planning, observation and assessment process to ensure that it is effective in supporting children in progressing towards the early learning goals. Through supervision and appraisals, staff are encouraged to reflect on their own practice and identify areas for improvement. As a result, all staff are motivated and fully committed to their work, and this is reflected in their enthusiasm and the enjoyment they show in

their roles. Self-evaluation is accurate and realistic and there is a clear plan of action in place to secure and maintain continuous improvement.

Partnerships with parents are well-established and parents provide positive feedback about the nursery through the use of questionnaires and direct feedback. For example, parents comment that the nursery is small, friendly and welcoming and refer to the good progress that their children are making in their learning and development. Parents are provided with detailed information about the nursery through newsletters, parents' noticeboards and a secure website. In addition, staff understand the value of working alongside other professionals and secure arrangements are in place to work in partnership with other agencies, including other early years providers and schools.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY472458
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	949618
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Church Street Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01630652115

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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.

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.

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