

# Chec Mates Day Care

Madeley Baptist Church, High Street, Madeley, Telford, TF7 5AH

## Inspection date

Previous inspection date

28/07/2014

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

- Staff are knowledgeable and clearly understand the relationship between child development and how children learn. Therefore, they provide a meaningful range of experiences and playful teaching to ensure children are well prepared for school.
- Staff provide a welcoming and supportive environment and place a clear focus on supporting children's personal, social and emotional development. Consequently, children are very well settled, happy and enjoy their time at the nursery.
- Staff work effectively with parents and carers to help meet the care, educational and welfare needs of all children, including those with special educational needs and/or disabilities. Therefore, all children make good progress from their starting points.
- Children develop warm and trusting relationships with staff who place a good emphasis on keeping children safe.
- The manager leads an enthusiastic staff team who clearly enjoy their time with the children. They place a strong focus on improvement and work collaboratively to share knowledge, question practice and test new ideas.

### It is not yet outstanding because

- There is scope to further enhance the programme for mathematics to include more practical opportunities for children to consider mathematical concepts during their play.

## 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 compulsory part 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 the outdoor play area.
- The inspector held a meeting with the manager and registered individual and carried out a joint observation with the manager.  
The inspector looked at children's assessment records, the planning documentation,  
■ evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day of the inspection.

## Inspector

Parm Sansoyer

## Full report

### Information about the setting

Chec Mates Day Care opened in January 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of two nurseries owned by the company. The nursery runs from the church hall of the Baptist Church in Madely, Telford. The nursery serves the local area. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year from 8am until 6pm. There are currently 25 children on roll who are all in the early years age group. The nursery is in receipt of funding for the provision of early years education for children aged two-, three- and four-years-old. The nursery supports children with special educational needs and/or disabilities. The nursery employs five members of staff. Of these, two hold a qualification at level 4 in early years and three hold a qualification at level 3. 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:

- provide more practical opportunities for children to consider mathematical concepts, such as, weight, measures and capacity, for example, through the more considered use of the role-play area, sand and water.

## Inspection judgements

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

Teaching is good and staff place a clear focus on getting children ready for school. This is because nearly all of the children attending have attended the company's sister nursery and move up to this nursery at age three, or a term before their third birthday. This results in staff providing an educational programme with a strong focus on promoting children's personal, social and emotional development and providing opportunities for children to explore and investigate. Once children are settled and increase their confidence in their communication and language and physical development, staff place a strong focus on children actively learning. Staff make regular observations of the children's play and learning and use this well to plan adult-led activities for their assigned key children. Activities are linked to the children's interests, and therefore, children show sustained levels of interest and enjoy their learning. Effective partnerships with parents and carers results in good outcomes for the children attending. Staff work closely with parents, including those with children who have special educational needs and/or disabilities. This results in targeted support for these children and as a consequence, they progress well towards the early learning goals in relation to their starting points. There are good strategies adopted to involve parents and carers in their children's learning. Parents and carers are involved from the outset and throughout their child's stay. They share their knowledge about their children's development and achievements, which is used well by

staff to inform ongoing assessment of children's progress.

Children have a positive attitude to learning, are interested and motivated to try new experiences. Adult-led activities have a clear learning intention and staff place a very strong focus on increasing the children's vocabulary, asking challenging questions to make children think and encouraging children to explore their own ideas. Staff give children time to respond and value their contributions. They skilfully reinforce children's learning and test what children have learnt. For example, after the morning session, during snack time, staff ask children what they learnt from the ball game they played. Children are quick to recall 'small', 'medium' and 'big' in relation to the sizes of the balls and link the letter and sounds of their own, and other names. During child-initiated play staff are attentive to children's needs and act as good play partners to encourage children to explore, create and think critically. Staff support the children's physical development well. Children have daily opportunities to use the physically challenging outdoor area. For example, children confidently use wheeled toys, climb and balance on the fixed play equipment and use small play equipment to test and extend their physical skills. Children have meaningful experiences that help them to learn about the natural and wider world. Children learn about their own and other families and traditions. Staff encourage children to observe changes in the environment and learn about the lifecycle of living things. For example, children show a real interest in caring for the seeds and plants they have planted, and looking for insects and observing the many butterflies that visit the garden.

Staff provide very good opportunities for children to develop their early literacy. Staff skilfully introduce phonics in a fun way to the children and some children excel in this area. For example, children know the names of the letters and are able to link the sound and the appropriate gesture for many of the letters of the alphabet. Children welcome story sessions and are attentive and recall the story and are keen to answer the questions asked by the staff. Staff provide a good range of opportunities for children to use writing materials in their play. Children's mathematical learning is generally fostered well. Staff use the daily routine, such as mealtimes, group time and naturally occurring events for children to recognise number, shape and colour and to count. Children use a varied range of resources, such as, puzzles, construction toys, threading laces and the computer to problem solve, count, sort, match and make pattern. However, staff do not always make the most of the role-play area, water and sand to include a mathematical element, such as, weight, measures and capacity. Staff provide a music area, which incorporates percussion instruments, a keyboard and a guitar. These are popular with the children and they begin to show a fondness for creating their own music. Staff plan daily opportunities for children to explore a variety of materials, tools and techniques to explore colour, design and texture. For example, children confidently use a variety of tools to cut, mould and shape the dough. In addition, children have been making three-dimensional rockets in relation to their interest in space travel.

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

Children and their parents and carers are warmly welcomed into a friendly space, which is clearly organised with the children's needs in mind. Staff use good-quality resources and the space well to meet the planned goals in learning. The assigned key-person system is

effective in ensuring staff get to know their key children and their parents and carers. Staff place a clear focus on supporting the children's personal, social and emotional development. This results in children who are confident in their environment because of the clear routines in place. Children are happy and develop strong bonds with their friends and staff and increase their independence as they decide for themselves what to do.

Parents and carers spoken to on the day report how the staff not only support the children's learning and development but are also very supportive of the children's emotional well-being and family circumstances. The transition system from the sister nursery is very well planned to ensure a gradual settling-in period and the sharing of information. For example, for those children who have special educational needs and/or disabilities the assigned key person from the sister nursery moves with the child to ensure good continuity of care for as long as is necessary. Links with the main feeder schools are strong and the sharing of information helps support the children's care, education and welfare when the time comes for them to move on.

Children are well behaved and know the routine well. For example, children are given a five-minute reminder when it is time to tidy up the activities and therefore, they respond well. Effective, written risk assessments are in place to minimise any potential hazards and staff supervise the children well. Consequently, children can move safely and freely. Staff incorporate good opportunities for children to learn about staying safe. For example, in the garden they learn how to safely climb the low branches on the tree. Good hygiene practices are adopted by the staff to prevent the spread of infection. For example, staff wear protective clothing when handling food and when changing the children's nappies. In addition, children are encouraged to wash their hands before their meals and are reminded to use the anti-bacterial gel in the room if they have, for example, touched their nose. Children learn that exercise is good for them and consider the changes in their bodies when they have been active. They enjoy being outdoors in the fresh air.

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

All staff have a good understanding of the safeguarding policy and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are robust systems in place to ensure staff are suitably vetted to check their suitability to work with children. All staff have a good understanding of their roles and responsibilities and of who to contact if they are concerned about a child.

The manager is also involved in the care of the children and the open-plan office means she is able to easily gain an overview of the routines and practices in place. She and her deputy model good practice and observe staff teaching and use this information to identify areas for further development. This results in a management team who have a good overview of the service provided and of the educational programmes. The manager has introduced more regular staff supervision and makes observations on staff to assess the quality of teaching and learning. She audits the children's observation and assessment profiles. This results in practice which is consistently good and well-targeted support for the staff team to build on skills and knowledge through training. The manager and

registered person have an accurate overview of the nursery and work well together to seek continuous improvement. For example, there are clearly focused action plans in place to further enhance experiences for children.

The displays are informative and provide parents and carers with useful information about the policies, routine, activities and their child's assigned key person. Parents and carers receive detailed summary reports about their children's progress and achievements and are encouraged to be involved in their children's learning. There are effective systems in place to work with other professionals involved with the children, to help support their learning and development and to secure the children's well-being and welfare.

### **The Childcare Register**

The requirements for the compulsory 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 | 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>     | EY474401                      |
| <b>Local authority</b>             | Telford & Wrekin              |
| <b>Inspection number</b>           | 956404                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 8                         |
| <b>Total number of places</b>      | 16                            |
| <b>Number of children on roll</b>  | 25                            |
| <b>Name of provider</b>            | Childcare Support on Site Ltd |
| <b>Date of previous inspection</b> | not applicable                |
| <b>Telephone number</b>            | 01952587788                   |

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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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