

Chapel Road Children's Day Nursery

Chapel Road, Penketh, WARRINGTON, WA5 2NB

Inspection date	20/11/2014
Previous inspection date	01/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 have good and sometimes, outstanding teaching skills and an excellent understanding of the Early Years Foundation Stage. They enthusiastically engage children in purposeful play and consequently, all children make good and sometimes rapid progress in relation to their starting points.
- Children form strong attachments because staff have a very warm and welcoming approach and work very closely with parents to help children settle quickly.
- Children are kept very safe because the staff have an excellent understanding of child protection issues and are vigilant to ensure the environment is safe and secure.
- Managers review the progress of the setting and the educational programme for individual children. Consequently, there is a clear focus on improving children's learning through good quality teaching.

It is not yet outstanding because

- The outdoor learning environment does not provide children with maximum opportunities to balance, climb and explore.
- The effective systems for working in partnership with parents do not yet fully include information about how they can help support their child's learning at home, in order to build on the already very good links between home and the setting.

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 looked at all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held a meeting with the manager, reviewed policies, including the safeguarding policy and systems to ensure the suitability of staff.
- The inspector looked at children's planning and assessment documents and held discussions with the staff at appropriate times during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of comments from parents spoken to during the inspection and written in children's learning journals.

Inspector

Anne Parker

Full report

Information about the setting

Chapel Road Children's Day Nursery is one of two privately owned settings run by the same provider. The setting registered in September 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms plus a dining hall within a converted school house. Children have access to an enclosed outdoor play area. The setting is situated in a residential area in Penketh, Warrington, Cheshire. It is open each week day from 7.30am to 6pm, for 52 weeks of the year. There are currently 42 children on roll; all of whom are in the early years age range and attend for a variety of sessions. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently eight staff working directly with the children; seven of whom have appropriate early years qualifications. Two of the staff have appropriate qualifications at level 6, one at level 5 and four at level 3. The setting 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:

- enhance the range of resources and play experiences provided for children in the outdoor environment in order to offer more opportunities for them to balance, climb and explore the natural environment
- strengthen existing good partnerships with parents by providing them with information about how they can support their children's learning at home.

Inspection judgements

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

Teaching is very effective and sometimes outstanding, so children make very good progress in relation to their starting points. Staff are very skilled in engaging children in purposeful play. They play alongside children and skilfully extend their learning by using appropriate questions, effectively promoting children's thinking and problem-solving skills. For example, children enjoy exploring the water play and staff talk about how the water feels, what colour it is and encourage children to recall the colour it was on previous occasions. There are a variety of opportunities to use utensils as children use the paint brushes and rollers to cover the ground and walls with water, or make pictures using pencils, paint brushes and glue sticks. Furthermore, pre-school children use age-appropriate tweezers to carefully pick up soft balls and place them onto a design. As a result, children are developing many of the skills they will need for their next stage in learning, including school.

Staff frequently use mathematical language as children play. For example, as younger children fill various sized containers with water, staff ask about how heavy they are. Additionally, staff plan activities that include the use of number skills, for example, the pre-school room has a play shop area where children can practise counting out items and use money. As a result, children are developing a good understanding of mathematical concepts. Children's communication skills are very well fostered during play and daily routines. Staff consistently repeat key words and phrases to clarify meaning successfully. As a result, all children are becoming confident talkers who are beginning to express themselves. The setting has printed words and numbers displayed on storage containers and on the walls. Furthermore, children have access to a wide range of books and they enjoy sitting in the cosy area to share the stories with staff. Staff extend older children's understanding of books by talking to them about the author, illustrator and blurb of each book and children act out the story as staff read out the words. Consequently, children are beginning to develop a love for books and to understand that print has meaning.

Partnerships with parents are good. A range of useful information is collected from parents at a visit prior to children starting at the setting. Together, staff and parents establish children's starting points and agree areas for development. Observations are recorded in individual learning journals, along with annotated photographs. Staff skilfully use this and further information gathered from parents, to plan activities to meet children's individual needs. Parents are encouraged to be fully involved in their child's learning as staff talk about the activities the children have been involved with. However, information shared with parents does not yet consistently include guidance about how they can help support their child's learning at home so that they can build on the already very good links between home and the setting.

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

Children are happy and confident. They are eager to engage with activities as staff offer encouragement through meaningful praise and support. Staff successfully meet the needs of each child and value them as individuals. For example, they stay close to children who are new to the setting to provide reassurance. As a result, children's emotional needs are very well met because staff have built secure, responsive attachments with them. Staff talk to parents during the settling-in process to find out about children's likes and dislikes and incorporate this into their planning. For example, a child's favourite items from home are kept close by to help the settling-in process. Additionally, staff support parents with a range of issues, such as toileting and as a result, children benefit from a shared, consistent approach. The setting is very well maintained and organised. Indoors, the wide range of toys and resources cover all areas of learning and they are attractively displayed or stored so that children can independently access them. Consequently, children are becoming independent learners. The outdoor area is large and children are able to run about and use large wheeled toys and paint brushes with water to make marks. However, resources and play experiences outdoors are not fully optimised to ensure children have the full range of learning opportunities available to them. For example, there are fewer opportunities for children to climb, balance or explore the natural environment.

Children's behaviour is good because staff have a positive approach towards behaviour

management. They calmly intervene in minor squabbles by giving children helpful language to use to enable them to share and diffuse issues quickly and effectively. Furthermore, staff are good role models and consistently remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other and they talk about how children might be feeling. Consequently, children are learning to respect and have empathy for the feelings of others. Staff remind children about how to keep themselves safe and children are provided with opportunities to take risks appropriate for their age. For example, staff support children to use knives safely as they chop vegetables.

Staff effectively promote healthy lifestyles. They provide healthy snacks and talk to children about the benefits of eating healthily, both at snack time and during planned activities and general play. Children are supported to wash their hands at appropriate times during the day and staff sensitively support children as they visit the bathroom. Consequently, children are beginning to develop healthy practices and independently manage their self-care needs and therefore, are developing the skills they will need when they go to school. Older children are supported to become emotionally ready for school. Where appropriate, staff work closely with teaching staff to support children through their move and talk enthusiastically to children about what to expect and as a result, they are well prepared for their move to school.

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

Managers have a very good understanding of their responsibilities to ensure practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They follow robust systems to ensure staff are suitable to work with children. Induction procedures provide new staff with information about safety, evacuation procedures and roles and responsibilities. Staff attend regular safeguarding training and so are very confident about identifying and reporting any child protection concerns they may have about children in their care. A very effective range of policies support their work and these are shared with parents as they start. Staff conduct regular risk assessments and remove any hazards, where appropriate. Access doors are kept locked and there are robust systems in place to monitor visitors. Accidents are accurately recorded and shared with parents and all staff hold paediatric first-aid certificates. As a result, children are very well safeguarded.

The staff team are well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They are supported effectively by the management team within the organisation, who regularly observe their practice and give constructive feedback to help them improve their teaching skills. Staff have attended appropriate training courses, which have had a positive impact on their knowledge and skills. The manager monitors the educational programmes well to ensure children are making good progress. The management team has a clear view of the setting's strengths and areas for development and there have been significant improvements since the last inspection. For example, children now have a range of opportunities to use technology.

Staff use a variety of strategies to engage parents. They share information on a daily basis about children's routines and activities they participate in. Displays in the entrance areas inform parents about staff, snacks, the Early Years Foundation Stage and other useful information. Parents spoken to on the day are very pleased with the progress their children are making and value the range of support offered by the staff to promote their child's development. Staff have established good links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. Staff also work closely with the local authority which, further supports the children's learning and promotes effective transitions.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY430100
Local authority	Warrington
Inspection number	870381
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	42
Name of provider	Paul Hurst & Roy Godwin Partnership
Date of previous inspection	01/03/2012
Telephone number	01925791236

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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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