

# Chec Mates Day Care

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



## Inspection date

9 April 2015

Previous inspection date

30 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not make full use of the outdoor area. Consequently, children do not have opportunities to learn about the natural world or to build on their imaginative and creative thinking.
- Staff do not record children's accurate hours of attendance. This compromises children's safety and welfare.
- The key-person system is not fully embedded into practice. Consequently, children do not consistently receive appropriate levels of support when their key person is not present.

### It has the following strengths

- Children are protected from harm. All staff place a strong focus on safeguarding and are fully aware of their responsibilities should any concerns arise. Procedures for collecting children are robust and risks are effectively managed to keep them safe.
- Children behave well. This is because they know what is expected of them as staff are good positive role models.
- Partnerships with parents and other professionals are in place and used well to promote children's continued development.
- Staff use observations and assessments well to plan for children's next steps. As a result, all children make progress in their learning appropriate to their age and stage of development.

## What the setting needs to do to improve further

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

- ensure an accurate record is maintained of children's hours of attendance
- ensure that there is an effective key-person system in place, which ensures that each child consistently receives good levels of support when their key person is not present.

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

- make best possible use of the outdoor play space to fully promote children's learning, for example, by encouraging them to investigate the natural world to develop their imagination and creativity.

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed activities and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of policies, children's records and planning documentation.

### Inspector

Lesley Bott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff sufficiently promote children's literacy and mathematical skills through interesting and exciting activities. For example, staff place different shapes on the floor for the children to stand on, which they successfully identify. Staff broadly promote toddlers' creativity and exploration skills as they play alongside them with sand and paint. Consequently, children of all ages begin to develop curiosity and gain skills they need for school and future life. Parents are asked to share what they know about their children's interests and achievements when they first start. Most aspects of this information is used to plan developmentally appropriate experiences. Staff routinely talk to parents to build and agree strategies for children with special educational needs and/or disabilities. Consequently, children receive consistent and effective care at the nursery. Children enjoy regular exercise, developing physical skills and confidence as they enthusiastically play in the outdoor area. However, there are too few opportunities for children to investigate the natural world at different times of the year.

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

Children's emotional and physical well-being is mainly supported. Staff ensure that food supplied by the nursery is healthy and nutritious, and all children's specific dietary requirements are met. An adequate key-person system is in place. However, this is not fully effective. Staff do not ensure good communication between the nursery and parents continues when key persons are not present. As a result, staff are not always aware of children's progress and precise next steps. Staff use observations and assessments well to plan for children's next steps in learning. Babies and young children are well cared for and have their personal needs met. Children play in a safe and secure environment and they are carefully supported to learn how to manage their own safety.

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

The manager has a sound knowledge and understanding of the requirements of the Early Years Foundation Stage. She has taken some action to improve quality since the last inspection. For example, assessments are carried out more regularly. Staff focus more on children's interests when planning meaningful activities. Consequently, the manager is developing systems for evaluating what is working and what needs to be improved. Recruitment and regular monitoring procedures ensure all adults working in the nursery are suitable to work with children. Most of the staff are qualified and regular training ensures their knowledge and skills are kept up to date. However, records of children's attendance are not accurately maintained, to ensure staff know which children are present at anytime. The views of parents are sought in quality assurance surveys and meetings to ensure they have opportunity to make a valuable contribution to their child's development. Effective partnerships with other settings help to maintain continuity for children in their learning.

## Setting details

<b>Unique reference number</b>	208180
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1010703
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Childcare Support on Site Ltd
<b>Date of previous inspection</b>	30 May 2014
<b>Telephone number</b>	01952 586499

Chec Mates Day Care was registered in 2006. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children. It supports children with special educational needs and/or disabilities.

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.

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