

# Chapel Street Nursery

17 Charles Street, Cheadle, STOKE-ON-TRENT, ST10 1EE



## Inspection date

7 March 2016

Previous inspection date

24 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The committee and management team are passionate about providing the very best service. They ensure staff are always developing their skills, supporting them to attend a range of courses as part of their professional development. The manager meets up with other providers to exchange good practice ideas and support from the local authority adviser is welcomed and implemented.
- Staff undertake assessments of children's abilities and carefully use these to plan activities which help children to make good progress in all areas of learning. Children are strongly supported to develop their communication, literacy and mathematical skills.
- Parents are encouraged to become fully involved in their children's learning. A wide range of methods is used to communicate with parents and carers to ensure they are informed about how they can support their children's learning.
- Parents praise the care their children receive. They appreciate the small size of the nursery and the close bond their children develop with staff.
- Children with complex healthcare needs are well supported. Staff ensure they obtain training to meet children's individual medical needs to help to keep them safe and enable them to access learning experiences.
- The bright and inviting indoor and outdoor environment is used effectively by staff to provide children with a wealth of experiences, closely linked to their interests.

### It is not yet outstanding because:

- Children are not always encouraged to develop their own ideas about why things happen, how they can create something themselves or how to manage simple problems, to maximise their ability to think critically and creatively.

## What the setting needs to do to improve further

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

- enhance children's abilities to think through things for themselves and develop new ways to do things or solve simple problems.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The suitability of staff and committee members is checked when they are recruited or join the committee and on an ongoing basis. All staff understand their individual responsibility to keep children safe and have a good understanding of what would constitute a safeguarding concern. Staff are encouraged to undertake training and qualifications. This supports them in considering how to enhance the activities they provide and meet the specific needs of children in their care. The manager observes staff's teaching practice and reviews their assessments of children's learning. She undertakes reviews to ensure all areas of learning are planned for.

### Quality of teaching, learning and assessment is good

Staff know children well and use their assessments of children's abilities to effectively plan for their learning. They gather information from parents about what interests children and what they can do. They provide activities based on these fascinations. This captures children's imagination and broadens their understanding of the world around them. Staff provide sufficient challenge for children to ensure they continue to make expected progress in all areas. Staff group children so activities can be tailored to children's abilities. For example, children who will start school soon have sessions together. They are able to undertake more targeted work, such as early reading skills and mathematical concepts, to help them to prepare for school. They show good levels of skill in using concepts of size, colour and simple calculations. Staff are skilled at ensuring that children actively listen to what is being said in these targeted group times. They effectively draw younger children's attention and input during group times for all ages. They give clear explanations and use visual cues to aid children's understanding.

### Personal development, behaviour and welfare are good

Children's emotional well-being is well supported. They develop close relationships with their key person and other staff. Most children are happy and confident, those who need extra support to settle are quickly helped. Children are very independent, they confidently manage their own toileting needs and hygiene at snack time. They develop an understanding of a healthy diet through discussions with staff. Mealtimes are unhurried social occasions where children and adults eat together and discuss topics of interest. Children with food allergies are sensitively catered for, so they are kept safe but do not feel different to the other children. Children have a good understanding of how to keep themselves safe and healthy. For example, they understand how to negotiate the steps to the different levels of the building. Children behave well. Staff teach children to understand why we have rules and how they can take part in democratic decisions.

### Outcomes for children are good

The manager monitors all children's progress to ensure all groups of children are making at least expected progress. Most are working comfortably within the range of development typical for their age. Children who receive additional funding are making good progress and have targeted support, in order for them to achieve progress in line with their abilities.

## Setting details

<b>Unique reference number</b>	EY436215
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	853731
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Chapel Street Nursery Committee
<b>Date of previous inspection</b>	24 February 2012
<b>Telephone number</b>	01538751187

Chapel Street Nursery was registered in 2011 under the current name and was originally registered in 1985. It is a registered charity managed by a voluntary committee. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications, one holds Early Years Professional status and Qualified Teacher Status, one holds a foundation degree, two hold qualifications at level 3 and one staff member holds a qualification at level 2. The nursery also has an apprentice trainee. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm with a breakfast club at 8am. The nursery provides funded early education for two-, three- and four-year-old children.

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