

Chipmunks Nursery OSC Ltd



Windmill Primary School & Early Years Centre, Beaconsfield, Brookside, TELFORD,
Shropshire, TF3 1LG

Inspection date	20 June 2016
Previous inspection date	8 July 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The manager has not ensured that at least one person with a valid paediatric first-aid qualification is available at all times when children are on the premises or on outings.
- On occasions in group activities, some children are not actively involved and staff do not swiftly recognise this and find ways to engage with them.
- At times the environment is too noisy to enable children to listen carefully and concentrate on what they are doing.

It has the following strengths

- Children enjoy attending this welcoming and friendly nursery. They play with a good range of toys and resources. Activities are based on children's interests and the good range of resources supports their play and learning well. Children explore freely and use their imagination well.
- The key-person system is very effective. Children and parents are warmly welcomed and strong bonds have been formed. This helps children to feel safe and to settle with ease.
- The nursery is particularly successful at working with other agencies and services to ensure that children with special educational needs or disability receive the support they need. Children regularly receive one-to-one care or engage in small-group work.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure sufficient staff maintain a valid paediatric first-aid qualification and are available at all times when children are on the premises or on outings	21/06/2016

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

- take better account of the individual learning needs of each child when organising group activities
- manage the environment more effectively and help children to remain interested and to concentrate on their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, risk assessments and children's records.
- The inspector checked evidence of suitability of staff working with children and discussed the nursery's self-evaluation and improvement plans.
- The inspector took into account the spoken and written views of parents.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know how to keep children safe in the event of a child protection concern. Robust recruitment and induction procedures help to ensure that staff are suitable. Self-evaluation is used to identify most strengths and weaknesses and future goals are in place to bring about continuous development. The manager checks the individual progress children are making in their learning. She also compares the progress made by different groups to make sure that, for example, different genders and children with additional needs do not fall behind. The manager was aware that paediatric first-aid qualifications had expired. However, staff have been booked on to a suitable course and demonstrate the knowledge to respond effectively to any incidents.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge of how children learn, and as a result, teaching is good. Staff carry out regular observations of children and make precise assessments of their learning. They use the information to monitor progress, plan learning and identify children at risk of delay in their development. Staff use animated storytelling and skilful questioning to help to develop children's literacy skills. Children's creative skills are fostered as they eagerly design their model boats using recyclable materials. Staff encourage them to consider different approaches and to try them out, enabling them to develop an understanding of what works. Children show a sense of pride as they watch their boats float. Staff reinforce mathematical concepts and language throughout children's play. They use songs, books and circle time to provide opportunities for children to speak, listen to others and increase their vocabulary. Children benefit from daily physical activity.

Personal development, behaviour and welfare are good

Staff act as good role models, promoting the use of good manners and reminding children to share and take turns during their play. Children receive encouragement and praise from the staff throughout the day, which helps build their self-esteem. They carry out simple responsibilities, such as putting out the plates for mealtimes and being in charge of sharing the fruit. They have a strong sense of belonging within their group. Any unwanted actions and behaviour are dealt with calmly. Staff are highly engaged with babies and toddlers. They follow their lead and support their communication skills and physical development well. Good partnerships with parents and carers support children's care and learning. Staff ensure parents are kept well informed about their children's progress and general daily experiences.

Outcomes for children are good

Children are comfortably working within the range of development typical for their age. They are confident, take care of many of their own needs and communicate well. Children show an interest in numbers, counting and shapes. They become independent and creative thinkers and learners. Children develop the key skills they need in readiness for school.

Setting details

Unique reference number	EY417939
Local authority	Telford & Wrekin
Inspection number	1053900
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	84
Number of children on roll	201
Name of registered person	Chipmunks Nursery OSC Limited
Registered person unique reference number	RP905547
Date of previous inspection	8 July 2011
Telephone number	01952 567101

Chipmunks Nursery OSC Ltd was registered in 2010. The nursery employs 26 members of childcare staff. Of these, 23 hold appropriate early years qualifications between level 2 and Level 6, including one with early years teacher status. The nursery opens from Monday to Friday for 51 weeks in the year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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