

Little Chimps Day Nursery

437 Cannock Road, Hednesford, Cannock, Staffordshire, WS12 4AE



Inspection date

Previous inspection date

9 September 2016

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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

- Managers provide staff with support, coaching and training that effectively meet their identified training needs. This develops staff's knowledge and skills and improves the learning outcomes for children.
- Additional funding is used very well to improve resources, develop staff's skills and close gaps in children's learning.
- Children thoroughly enjoy exploring their surroundings and the wide range of play resources provided. Children show curiosity as they investigate the world around them.
- Children build strong relationships with adults and with each other. They develop their confidence, as they enjoy lots of reassurance and encouragement from caring and friendly staff.
- Staff work very closely with parents and other professionals. Information is regularly shared so that children's individual care and learning needs are met well.
- Staff show a drive and commitment to make continual improvements in the quality of the nursery. As part of their effective self-evaluation, they seek and act upon the views of parents and children.

It is not yet outstanding because:

- Staff do not always challenge older children well enough to develop their knowledge and understanding of comparing quantities.
- On occasions, staff do not give older children enough time to think and share their own ideas.
- Staff are not strongly focused on helping children to learn about and respect each other's differences.

What the setting needs to do to improve further

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

- focus more sharply on helping older children to extend their mathematical knowledge in comparing quantities
- give older children more time to think and share their own ideas
- help children to learn about and respect each other's differences.

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 meetings with the nursery manager and the provider. 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 children during the inspection. She also spoke to a small number of parents and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend regular training events and have a good understanding of how to protect the children in their care. They complete regular safety checks and undertake thorough risk assessments. All areas are kept free from hazards and are safe for children to play. The recruitment and vetting processes are robust. Leaders and managers carry out regular and ongoing checks to make sure staff are suitable to work with children. In-depth induction, supervision and appraisals are used effectively to monitor staff's professional development. Parents demonstrate satisfaction in the service provided. They state that each child is treated as an individual. They say that they trust the kind staff, who provide children with a homely nursery and healthy, nutritious meals.

Quality of teaching, learning and assessment is good

Knowledgeable managers lead a team of well-qualified staff. This is reflected in staff's strong understanding of how children play and learn. Managers and staff carry out regular checks on the progress individual and different groups of children make. They use this information well to plan activities and experiences that are well matched to children's interests and abilities. Younger children enjoy playing imaginatively and being creative. They investigate materials, such as play dough and shaving foam, using their hands and different tools. Older children develop their mathematical knowledge as they explore shapes. They link sounds to letters and develop their early writing skills as they trace letters in a book.

Personal development, behaviour and welfare are good

Staff are sensitive to the emotional needs of all children. They spend time speaking to parents and learn each child's individual care routines. Children are given time to settle at their own pace and are helped to feel safe and secure. All children behave well. Younger children learn to understand and follow simple rules, such as saying please and thank you at mealtimes. Older children share, take turns and show care and consideration towards others. All children are motivated to be physically active, both indoors and outdoors. Younger children develop control over their bodies as they safely move around their environment. Older children handle and use tools and resources, such as scissors, with confidence.

Outcomes for children are good

All children are becoming confident talkers. This includes children who have special educational needs or disability and those who speak English as an additional language. They listen well, follow instructions and constantly hear and learn new words. Older children are well prepared for school, when the time comes. They concentrate for long periods of time and show good levels of drive and determination to meet their own goals. Younger children are well prepared for their next steps in learning. They enjoy using all of their senses to explore and are willing to engage in new activities. All children are learning to be independent. They meet their own personal care needs. For example, they dress and feed themselves and ask for the toilet when needed.

Setting details

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|--|---|
| Unique reference number | EY487324 |
| Local authority | Staffordshire |
| Inspection number | 1015872 |
| 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 - 5 |
| Total number of places | 25 |
| Number of children on roll | 45 |
| Name of registered person | Julie Amanda Aston |
| Registered person unique reference number | RP514256 |
| Date of previous inspection | Not applicable |
| Telephone number | 07950962464 |

Little Chimps Day Nursery was registered in 2015. The nursery employs six members of childcare staff, including the manager. Of these, three staff hold appropriate early years qualifications at level 5 and one holds a level 3 qualification. The manager holds a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special education needs or disability and those who speak English as an additional language.

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