

# Chaul End Children's Nursery

Chaul End Centre, Dunstable Road, Luton, Bedfordshire, LU4 8QW



## Inspection date

25 October 2016

Previous inspection date

12 February 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The highly positive attitudes of all staff, combined with their exceptional ability to implement sustainable changes, have contributed to the significant improvement of the nursery since their last inspection.
- The excellent supervision and support that staff receive reinforce their confidence in using innovative teaching techniques. They nurture children's natural curiosity, offering them a wealth of exciting opportunities to explore, play and learn.
- Staff and managers are highly qualified and use their qualifications exceptionally well to inform all areas of their work. They make excellent use of any new knowledge from training. They now use every opportunity offered through daily routines and play to help children develop an exceptionally practical knowledge of mathematics.
- Staff have swiftly addressed weaker areas in children's learning. They now encourage children to use resources in various ways, extending their creativity and imagination.
- Staff have significantly improved their communication with parents. They offer parents numerous ways to understand their children's progress. Key persons also provide tailored individual plans showing highly practical ways in which parents can build on their children's learning at home.
- Highly practical routines and activities support children in understanding their community and feeling part of this. Staff support children and their families to participate in community events, where children share their beliefs and learn about the culture and beliefs of others. This ignites their curiosity about wider society and they understand how to play an active part in this.

## What the setting needs to do to improve further

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

- evaluate and enrich further the proposed plans to implement even more strategies in order to support children's understanding of sounds and letters.

### 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 talked with children and staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held meetings with the owner, the manager and the special educational needs coordinator. Additionally, she met with the family worker linked to the nursery and the service manager for the local authority's strategic community services.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, safeguarding procedures and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The owner and manager set exceptionally high standards. They inspire staff, who share their passion and enthusiasm for continuous development. Improved self-evaluation supports this and they have recognised the potential to make even more use of technology to further extend children's early reading skills. Additionally, they seek feedback from parents and respond swiftly and positively. Managers took immediate steps to address the action from the last inspection. Procedures for administering medication are now exceptionally robust and continuously monitored. Staff maintain excellent partnerships with other settings and schools, ensuring that children's transitions are seamless. Arrangements for safeguarding are effective. Staff consider this in all areas and are always aware of anything that may compromise children's welfare.

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

Staff are highly skilled in encouraging children's participation. Children become totally engrossed in a group story. They consider how the characters feel, eagerly join in with the refrain and imaginatively anticipate endings. Staff confidently enable children to take the lead, offering support to encourage them to think further. For example, children take dinosaurs from the indoor swamp to the water play outside. They fetch water and work out how to make this flow down tubes and into bowls. They experiment to see whether the dinosaurs float or sink. They fetch large containers and a staff member encourages them to use mathematical language as they describe the differing levels of water. The children then review their learning as they excitedly explain the journey the water has taken. Children enjoy numerous opportunities that encourage them to write and make marks. They cover pumpkins in paint and note the patterns as they roll these on paper.

### Personal development, behaviour and welfare are outstanding

Well-planned home visits and exemplary use of the key-person system mean that staff have a comprehensive understanding of each child, helping them to quickly settle. Staff are excellent role models and show children that they truly respect others. Children copy this and show a mature awareness of the needs of others. The daily use of sign language significantly supports children in communicating and expressing their feelings. They rapidly learn how to interact and work together. These skills support children when they start school and aid the development of their emotional stability and positive attitudes. Children gain a practical understanding of how to keep themselves healthy. Even very young children competently wipe their noses, dispose of the tissue and wash their hands.

### Outcomes for children are outstanding

All children make excellent progress and rapidly develop the skills that support their learning and prepare them for school. Children with special educational needs or disabilities and those who speak English as an additional language are particularly well supported. They thoroughly enjoy participating in activities that enable them to develop key skills. Activities include resources that reflect children's interests. These capture their attention and they learn to concentrate and to communicate their thoughts and ideas appropriately.

## Setting details

<b>Unique reference number</b>	EY317340
<b>Local authority</b>	Luton
<b>Inspection number</b>	1040585
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Shagufta Anwar
<b>Registered person unique reference number</b>	RP908173
<b>Date of previous inspection</b>	12 February 2016
<b>Telephone number</b>	01582 557 148

Chaul End Children's Nursery was registered in 2005. It is one of two nurseries owned by a private provider and is situated within a community centre. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, and six hold qualifications at level 3 or above, including one with early years professional status and three with degree level qualifications. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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