

# Little Chasers Day Nursery Ltd

3 Wolverhampton Road, CANNOCK, Staffordshire, WS11 1AP



## Inspection date

1 December 2016

Previous inspection date

18 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders have made immediate and comprehensive improvements to the provision since the last inspection. Significant improvements have been made to the maintenance of the premises, the outdoor learning environment and to the training of staff in safety and education. All children are making good progress in their learning as a result.
- Staff are caring and dedicated. They have worked extremely hard to provide a resource rich environment. The highly effective key-person system takes account of children's individual preferences, helping to ensure that their emotional well-being is effectively nurtured.
- Staff have high expectations of all children. They have good knowledge of children's development, interests and educational starting points. Children are keen to learn, are excited and enthusiastic to take part in a wide range of stimulating activities.
- Staff treat children and their families with respect and value their individuality. Parents are kept well informed about their children's progress through good quality verbal communication and regular written summary reports.

### It is not yet outstanding because:

- The key person does not always receive timely information from other key staff when a child moves within the nursery; therefore there are occasions when assessments are not always accurate. However, staff's improved knowledge of what children can do, means there is minimal impact on children's progress.

## What the setting needs to do to improve further

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

- strengthen further the current systems to support children's good progress and ensure assessments are consistently accurate.

### Inspection activities

- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors spoke to leaders, staff, parents and children at appropriate times throughout the day.
- The inspectors looked at a range of relevant documents, which included a selection of policies and procedures, the suitability and qualifications of staff working with children and evidence of self- evaluation.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors viewed children's learning journals and the staff's planning of children's learning and development activities.
- The inspectors carried out a join observation with the manager.

### Inspector

Deborah Sanders, Early Years Regulatory Inspector and Johana Holt, Early Years Regulatory Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the signs of abuse and neglect; and of their responsibility to protect children. All staff are trained in paediatric first aid. The environment is safe, suitable and secure. Staff complete comprehensive safety checks in all areas of the setting before children arrive and they are mindful of the children's continued safety throughout the day. Leaders have developed a very effective supervision programme for all staff. They identify training needs successfully in support of staff's professional development. Leaders have clearly identified areas of improvement and have listened carefully to the views and opinions of staff, parents and other professionals when planning for the future.

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

Staff have a good knowledge and understanding of how to complement children's learning through play. Regular observation and assessments of children help to identify any gaps in their learning, and these are quickly addressed. Staff provide well planned, targeted activities that promote children's imagination and interest. For example, they freeze plastic penguins in ice blocks and ask children to explore how they can melt the ice to release them. They discuss if the ice is colder or warmer than their hands. Staff consistently model good language and introduce new words to help extend children's vocabulary such as 'slippery', 'frosty' and 'sparkling'. They question and introduce mathematical concepts as they help children to count the number of ice blocks and recognise when one has melted. Children learn about the world around them. Staff provide interesting experiences and activities that teach children about diversity within the wider community.

### Personal development, behaviour and welfare are good

Staff support children's independence in their self-care skills from an early age and interact positively with them. Children are confident to ask for help and support. Staff promote a calm and relaxed atmosphere. Children behave well and are considerate of each other. Consistent routines ensure that children know what is expected of them. Staff organise the space so that children can make independent choices about where they play. Children develop good physical skills in the indoor and outdoor play areas. They develop a strong sense of belonging as they build on good relationships with staff and each other. Younger children are beginning to develop confidence in managing their own personal needs. Staff consistently promote healthy lifestyles. For example, they help children to make healthy choices as they choose their own fruit from the shops and then prepare their own snacks.

### Outcomes for children are good

All children make good progress in their learning from their starting points. Children listen carefully to information and instructions so that they can undertake tasks, such as fetching their own cutlery and helping themselves to water and putting on their coats. They are attending to their own care needs with increasing confidence. Staff have formed strong links with local schools, and are beginning to identify those children who need additional support to gain the skills needed for their future learning.

## Setting details

<b>Unique reference number</b>	EY494245
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1073540
<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 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Chasers Day Nursery Limited
<b>Registered person unique reference number</b>	RP534950
<b>Date of previous inspection</b>	18 July 2016
<b>Telephone number</b>	01543468066

Little Chasers Day Nursery Ltd was registered in 2015. The nursery is privately owned and managed. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two, three and four-year-old children. The nursery employs six members of staff. Of these, five hold a qualification at level 3, and one is qualification at level 2.

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