

# Childsplay Nursery

1d Seymour Drive, Overpool, Ellesmere Port, Cheshire, CH66 1LZ



<b>Inspection date</b>	10 January 2017
Previous inspection date	15 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 new managers are ambitious and have made a number of improvements to the nursery. They accurately evaluate the quality of practice and have plans in place to help secure future improvement.
- Teaching is consistently strong across the nursery. At times the quality of teaching is outstanding. Managers recognise staff who are highly skilled. They use them to help coach other staff in order to raise the overall quality of teaching to an exceptional level.
- Children who are new to the nursery are warmly nurtured, helping them to settle quickly. Staff work with parents to agree when children are ready to move to the next room and sensitively support children to ensure the move is smooth.
- Staff have a good knowledge of how to prepare children for school or the next stage in their learning. They help older children to be confident in large groups and be independent at mealtimes. For example, they encourage children to serve their own lunch. Staff help babies to develop their early physical skills. They encourage them to grasp paint brushes and hold them in their hands.
- Staff training has a positive impact on enhancing staff's knowledge and skills. They have recently attended a training course on promoting children's communication and language development. This has helped staff to identify more swiftly those children who need further support with their speech development.

### It is not yet outstanding because:

- Some staff do not offer children enough opportunities to learn in a variety of different ways that truly challenge them.
- Staff do not consistently support parents to share what they know their child can already do when they first start.

## What the setting needs to do to improve further

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

- help staff to enhance their teaching skills so that children are consistently challenged and motivated to become deeply involved in their activities
- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first start attending.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with one of the managers. He reviewed practice with both managers throughout the inspection.
- The inspector held a meeting with the managers. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of all those working on the premises.
- The inspector was shown around the nursery buildings and garden by the managers. He also discussed the provider's procedures for assessing risks in the environment.
- The inspector spoke with parents to seek their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Those responsible for child protection in the nursery ensure staff have completed appropriate safeguarding training. Staff have an up-to-date knowledge of who to report to, regarding any concerns they may have about the children in their care. Managers regularly review information about staff's suitability and follow safer recruitment guidance when appointing new staff. Staff's practice is stringently monitored through peer observations and appraisal meetings, helping to identify training needs and areas of practice to be developed. As a result, all staff are working to enhance their skills and build on their knowledge even further. Managers have recently developed monitoring systems to check individual and groups of children's progress. They identify where children are not meeting their expected milestones. They work to swiftly close gaps in children's learning and consider how they can accelerate the progress of children for whom the nursery receives additional funding. Managers have purchased role play resources to help children to be more expressive and imaginative, helping to improve their personal, social and emotional development.

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

Overall, staff are encouraging parents to be involved in their children's learning. They hold parents' meetings, share assessments of children's learning and provide resources for parents to use at home. The managers are working hard to implement new observation, assessment and planning systems. So far, this has had a positive impact on providing activities for children that reflect their interests and develop their learning further. Children enjoy using technology resources, such as old mobile phones. Staff have planned for this interest to help develop children's communication skills. Children talk to staff using the phones and respond to questions. Staff are enthusiastic in their teaching. They bring stories to life outside by acting them out with children. Children are excited by this and enjoy squelching through mud, splashing through water and stumbling through a wooded area to find a bear. This promotes children's literacy skills and their vivid imaginations.

### Personal development, behaviour and welfare are good

Children's behaviour is good and staff help babies to understand what is expected of them. They help older children follow the 'golden rules' of the nursery. Staff promote children's healthy lifestyles through regular opportunities to be outside and provide healthy and nutritious meals. Children have fun attempting to do exercises outside, such as sit-ups. They are also encouraged to wash their hands prior to mealtimes to promote good hygiene. Staff teach children how to use equipment safely, such as scissors.

### Outcomes for children are good

All children make good progress in their learning. Children who have special educational needs and disabilities are meeting the individual targets set for them. Children are learning the skills they need for school. They confidently make marks with paint, developing their early writing skills. Group activities, such as circle time, encourage children to sit and listen and speak when invited to. Children complete tasks set, such as tidying up toys before they start the next activity.

## Setting details

<b>Unique reference number</b>	305023
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1063931
<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>	0 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Janet Ann Holland
<b>Registered person unique reference number</b>	RP908727
<b>Date of previous inspection</b>	15 July 2013
<b>Telephone number</b>	0151 357 1841

Childsplay Nursery was registered in 1993 and is run by a private provider. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round, 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.

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