

# Little Chums Nursery

Beehive Lane CP School, Beehive Lane, Chelmsford, Essex, CM2 9SR



## Inspection date

6 June 2018

Previous inspection date

24 November 2014

<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

- Parents comment positively about the nursery. They say that staff are friendly and accommodating. Children demonstrate that they are emotionally secure. They demonstrate a very positive relationship with their key person, staff and other children.
- Children make good progress in their learning and development. Staff observe children and identify what they need to learn next. They provide planned activities but also give children plenty of time to follow their own interests through play.
- The manager and staff provide targeted support to help children who have special educational needs and/or disabilities. They work closely with other professionals and agencies to promote children's and family's individual needs.
- Self-evaluation is effective. The managers gather feedback from parents and children to help make improvements to increase opportunities for children. Recent changes have provided more opportunities for parents to find out about what their children are learning and eating during the day.

### It is not yet outstanding because:

- The manager has not developed highly effective systems to help her to monitor the progress made by groups of children.
- Staff do not consistently find out about children's interests and achievements from other early years settings they attend.

## What the setting needs to do to improve further

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

- strengthen the arrangements for comparing the progress made by different groups of children to help raise outcomes to the highest possible level
- gather more detailed information about children's interests and achievements from other early years settings they attend to help staff to complement their learning experiences.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held discussions with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The management team and staff work well with schools when children move on. Staff take children for visits to the school to help them to become familiar with the environment and teachers. Staff attend meetings with teachers and share information about children's individual needs. Safeguarding is effective. Staff know the signs of abuse and where to report concerns about children's welfare. The manager spends additional funding effectively to support the individual needs of children. Staff provide focused group times to develop children's speaking skills. The manager supports staff through appraisal meetings where they reflect on their teaching skills. Staff attend training to help them support children's additional needs.

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

Staff find out information from parents when children first start to help them establish children's prior learning on entry. This helps them to plan for children's good progress from the outset. Staff help children to learn about different occupations. For example, they invite police officers to talk to the children about who they go to for help. Children learn about their own and others' cultures. Parents are invited to share their traditions with children. They help children to count in Polish and to try foods from around the world. Staff use mathematical language when they play alongside children. When children complete an obstacle course in the garden, staff ask them to go 'over' tyres and 'in' and 'out' of cones. This helps children to develop their physical skills. Staff help children to see the difference between two-dimensional and three-dimensional shapes.

### Personal development, behaviour and welfare are good

Children learn to share and take turns. Staff give them gentle reminders to use good manners and to be kind to others, promoting positive behaviour. Staff use targeted support and effective strategies to manage the behaviour of children who have special educational needs and/or disabilities. This helps to keep children and staff safe. Children have access to a good range of toys and resources indoors and outdoors to promote their interests. This gives them choices in their play and promotes their independence. Staff provide opportunities for children to learn about healthy eating. Children try different foods and describe the taste of a lemon.

### Outcomes for children are good

Children make good progress in their learning and learn key skills for their move on to school. Outdoors, children use paints and brushes to make marks, helping to develop their early writing skills. Children work together well when they play with large construction toys. They roll toy cars along wooden planks and laugh when it falls off the end. Older children learn about shapes and match these to familiar objects, such as a birthday cake being a circle. They demonstrate an understanding of safety practices in the nursery. Children confidently tell staff that they need to know the children present in the nursery in case there is a fire and they need to leave the building.

## Setting details

<b>Unique reference number</b>	EY297852
<b>Local authority</b>	Essex
<b>Inspection number</b>	1104284
<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>	2 - 11
<b>Total number of places</b>	28
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chums Childcare Limited
<b>Registered person unique reference number</b>	RP523606
<b>Date of previous inspection</b>	24 November 2014
<b>Telephone number</b>	07840 285878

Little Chums Nursery registered in 2005. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides breakfast and after school care for older children.

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