

# Chelsea Kindergarten

12 Chelsea Avenue, BLACKPOOL FY2 0SU



<b>Inspection date</b>	3 December 2018
Previous inspection date	12 June 2015

<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 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 management team regularly seeks the views of parents, children and staff, and uses this information to drive improvements. They have high expectations of staff practice and what children can achieve.
- Accurate assessments are used to establish the progress children are making and promptly identify any gaps in their learning. Staff work effectively with parents and other professionals and promote early support to help children make good progress.
- Staff share ongoing information with parents and establish children's interests and what they can already do, from the start. They use this information to plan for what each child needs to do next.
- Parents say that staff are warm and welcoming and help children to settle in quickly. Staff effectively promote children's physical and emotional well-being and support their confidence and self-assurance.
- The management team does not have a highly targeted programme of training, supervision and monitoring of staff practice to ensure that the quality of teaching and learning is consistently improving to the highest level.
- Staff do not maximise opportunities to challenge children in their learning at the highest level.

## What the setting needs to do to improve further

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

- build on the programme of training, supervision and monitoring of staff practice so that it is even more targeted and helps to raise the quality of teaching and learning to the highest level
- enhance the opportunities provided to challenge children in their learning at the highest level.

### 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 the kindergarten managers.
- The inspector held meetings with the kindergarten managers. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to some parents during the inspection and took account of their views.

**Inspector**  
Cath Palser

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of their responsibilities in keeping children safe. They know what to do should they have concerns about a child and to respond in a timely way. The management team effectively supports staff to plan a stimulating environment that promotes all areas of learning. Parents praise staff for keeping them well informed of children's progress and providing support to continue their learning at home. Strong partnership working with parents and other professionals provides consistency in children's care, learning and development. Children acquire the skills they need to be ready for their move on to school.

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

Staff promote children's communication and language skills well, in a variety of ways. They encourage babies to clap their hands and tap the toys. They provide a running commentary as they play and explore and introduce new words. Staff encourage older children to listen as they lower the volume of their voices. Children move their bodies expressively to the lively music and join in with the songs and rhymes with enthusiasm. Staff encourage older children to count the balls they throw into the bucket and write down their scores. Younger children count as they explore the different sized hoops. Children play with good imagination and creativity as they design and build a castle for a favourite character. They develop the skills to prepare them for the next stage in their learning.

### Personal development, behaviour and welfare are good

Staff work effectively with parents to establish children's care needs, routines and interests. They are good role models and give children clear and consistent messages to promote their understanding of behavioural expectations. Children are kind, considerate and helpful. They play cooperatively with each other and behave very well. Children learn to understand their own feelings and emotions and show care and empathy towards others. They develop a growing understanding of how to make healthy choices and keep themselves safe. Children use the scissors with care and negotiate around others during physical play. They have plenty of opportunities to play with vigour and energy and join in with games with enthusiasm. Children develop good self-care and independence and are emotionally prepared for their move to school.

### Outcomes for children are good

Children are inquisitive, curious and eager to find things out. They are keen to participate in group activities and share their views and experiences with others. Children show a strong sense of belonging and enjoy choosing what they would like to play with. They make friends easily and celebrate each other's achievements together. Children are active, enthusiastic and energetic in their play and have an eager disposition towards learning. They listen attentively to others and make decisions together. Children are confident talkers and contribute towards discussions. They are well prepared for the next stages in learning and for school.

## Setting details

<b>Unique reference number</b>	EY414705
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10070042
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Easter, Debra
<b>Registered person unique reference number</b>	RP515769
<b>Date of previous inspection</b>	12 June 2015
<b>Telephone number</b>	01253596951

Chelsea Kindergarten registered in 2010. The kindergarten employs 10 members of childcare staff. Of these, one holds early years teacher status, two hold qualifications at level 6, one holds level 4, five hold level 3 and one holds level 2. The kindergarten opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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