

Inspection of Chapel Street Nursery

17 Charles Street, Cheadle, STOKE-ON-TRENT ST10 1EE

Inspection date: 12 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in this small, friendly and inclusive setting. All families receive a warm welcome. Staff spend time talking to parents and settling children into the setting. Children arrive happy and eager to learn. They excitedly greet their friends and immediately engage in play. Staff work well as a team. They are positive role models and have high expectations of children. Children behave well. They are kind, well mannered and learn to respect each other. The well-planned learning environment allows children to move between areas and enjoy a wide range of activities. Children paint, draw, use construction materials and explore sand and water. They enjoy singing and tap along to the music using rhythm sticks. Children learn how to balance, pedal their bicycles and make 'soup' in the mud kitchen. Parents are well informed about their child's progress. They take part in regular activities which help them to support their child's learning. For example, the setting organises coffee mornings, bonfire parties and stay-and-play sessions. Children talk about and share photographs of their family and pets, which helps to develop their sense of belonging. All children, including those with special educational needs and/or disabilities (SEND), are welcomed and valued. Staff skilfully plan and adapt activities to meet the needs of all children.

What does the early years setting do well and what does it need to do better?

- Children engage in meaningful activities across all areas of learning. Staff work together to provide children with experiences which encourage them to think critically. For example, children make play dough and consider the quantities of flour, water and salt they may need. They develop their mathematical understanding as they use cups and spoons to measure the ingredients and predict what else they may need to complete the recipe.
- The manager and her team have developed strong links with the local community. Children learn about their local area. For example, they visit the church to enjoy soft play and take part in walks around the town. The manager invites teachers from local schools to introduce themselves and talk to children. This helps children to prepare for school and settle quickly into their new routines.
- Staff are well supported and are encouraged to develop professionally. The manager consistently monitors practice and identifies training opportunities. Staff have allocated time away from children to plan, prepare activities and undertake any additional duties. A comprehensive training package ensures that they have opportunities to expand their professional knowledge as well as completing mandatory training courses. This helps to ensure that teaching is at a consistently good level.
- Highly effective parent partnerships ensure that staff have a good knowledge of all children and their families. Staff work with parents to establish children's

starting points on entry to the setting. This helps them to plan learning opportunities which consider children's interests and developmental needs. However, systems are not yet fully developed to ensure that children's next steps in learning are clearly communicated within the setting.

- Children with SEND receive excellent care and support. Staff work with parents and specialist organisations to provide individual learning and development plans. Subsequently, these children make rapid progress at the setting.
- Children are encouraged to develop healthy lifestyles. They enjoy a variety of healthy snacks and meals and explain the importance of washing their hands to 'remove germs so they don't get poorly'. Children have daily opportunities to play outdoors. They run, jump in puddles and giggle as they catch bubbles from the bubble machine.
- Children show increasing levels of concentration as they join in with storytelling. They repeat familiar phrases and enthusiastically act out parts of the story. Children are beginning to develop their independence as they find their coat pegs and learn to fasten their coats and shoes. However, there are missed opportunities to extend these skills further.
- All children make good progress from their individual starting points. They develop the skills they need to prepare them for school. Children engage in mark-making activities using a variety of tools, which helps them to develop their fine motor skills in preparation for writing.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe from harm. They can identify the signs of abuse and neglect and know the steps to take if they are concerned about a child. Staff attend regular training to ensure that their safeguarding knowledge is current. The manager and committee have a robust recruitment procedure and vigilantly monitor the ongoing suitability of staff employed at the setting. Staff use risk assessment effectively to check that the premises and outdoor areas are safe. They promptly identify potential hazards and take swift action to ensure that children remain safe and secure.

What does the setting need to do to improve?

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

- maximise opportunities for children to extend their independence skills
- strengthen the process for sharing information about children's next steps in learning so that all staff can contribute to children's ongoing learning and development.

Setting details

Unique reference number	EY436215
Local authority	Staffordshire
Inspection number	10074963
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Chapel Street Nursery Committee
Registered person unique reference number	RP531076
Telephone number	01538751187
Date of previous inspection	7 March 2016

Information about this early years setting

Chapel Street Nursery was registered in 2011 under the current name and was originally registered in 1985. It is a registered charity managed by a voluntary committee. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications. One member of staff holds early years professional status and qualified teacher status, one holds a foundation degree, two hold qualifications at level 3 and one staff member holds a qualification at level 2. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.30pm, with a breakfast club at 8am. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Cope

Inspection activities

- The manager took the inspector on a learning walk around the setting.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector viewed a variety of documents, including staff qualifications, first-aid certificates and evidence of the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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