

Inspection of Chec Mates Day Care

CHEC, 31/32 High Street, Madeley, Telford, Shropshire TF7 5AR

Inspection date: 29 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 demonstrate that they are happy, confident and feel secure at the nursery. Throughout the nursery all staff plan a curriculum that provides a variety of experiences that help children to learn about people, families and communities beyond their own. Staff provide children with many opportunities to develop independence skills. For example, older children are encouraged to serve their own meals. Children play together enjoyably under the warm and nurturing supervision of staff. They engage in familiar routines well, which help them feel secure. For instance, children know that they need to find the carpet to sit on to engage in singing and story activities. Children behave well because they know what is expected from them. Staff are positive role models; they are kind, gentle and thoughtful. Children respond positively to meaningful praise, support and encouragement. Staff in the baby room have adapted the learning environment to help support babies' exploration and free movement. This helps babies to feel confident in their surroundings and to begin to explore the world around them. A highly skilled special educational needs and/or disabilities coordinator supports staff to work in partnership with external professionals and secure interventions for children who require additional support. Children who receive additional funding enjoy and develop well in their play and learning.

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

- All staff know their key children well. Children quickly form positive relationships with their key person. This helps them feel safe and secure and try new experiences with confidence. Staff comfort children if they become upset, and offer cuddles with genuine kindness.
- Partnerships with parents are effective. The management team and staff encourage their engagement in their child's learning. For example, they invite parents to join special events and regularly review their child's progress with them. Parents speak highly of the nursery and say they are extremely happy with their children's progress. They comment on the very friendly staff and the warm environment they create.
- Staff support children's emotional well-being well at the start of placement. However, staff do not obtain detailed information from parents about what children know and can do when they start at nursery, to contribute to early assessments. Information-sharing with parents at this time can be strengthened to enable staff to gain an even better understanding of children's starting points on entry.
- Staff use creative play to support children to explore letters in dough and make marks with paint. Younger child explore the texture of dough and enjoy manipulating it to help strengthen their small-muscle skills in preparation for early writing. Older children confidently share the letters in their name. Children

count as they play, join in number rhythms and discuss length as they build a wall with bricks.

- The manager is ambitious for the nursery. She leads her team well in a programme of continual self-evaluation. They have regular meetings and together they reflect on practice and identify areas for further development. Staff are supported to make full use of opportunities for training to contribute to the nursery's further development. The manager and staff support each other very well, helping to develop a strong team that feels valued and respected.
- The nursery has established strong partnerships with other early years settings to support continuity in children's learning. Together they share approaches, research and training opportunities.
- Overall, staff use songs, rhymes and stories well to develop children's communication and language skills. Older children develop their knowledge of phonics as they explore sounds and letters. Staff interactions with children are positive. However, staff do not always recognise when to allow children sufficient time to develop their thinking skills to fully extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure understanding of their responsibility with regard to protecting children. All staff have attended relevant training and have a secure understanding of what to do if they are concerned about a child's welfare. Staff know the procedures to follow if they have concerns about a member of staff. The manager has implemented procedures to monitor children's attendance. This helps staff to identify children or families who may need additional support. Daily risk assessments are completed to ensure the nursery is safe and security arrangements in place are robust. Planned trips into the community are risk assessed to ensure they pose no risks to children.

What does the setting need to do to improve?

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

- build on the information gathered from parents when children first start, to help staff plan for children's learning from the outset to precisely meet their individual needs
- allow children sufficient time to develop their thinking skills to fully extend their learning.

Setting details

Unique reference number	208180
Local authority	Telford & Wrekin
Inspection number	10072542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	27
Number of children on roll	20
Name of registered person	Childcare Support on Site Limited
Registered person unique reference number	RP905847
Telephone number	01952 586499
Date of previous inspection	16 March 2016

Information about this early years setting

Chec Mates Day Care registered in 2006. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and two are qualified to level 3. The nursery opens from Monday to Friday, all year round. It is open from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children. It supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector observed staff interactions, as children played throughout the nursery and outside, and discussed children's learning.
- The inspector completed a joint observation with the manager and they discussed the quality of teaching.
- The manager and the inspector completed a learning walk and tour of the premises.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents and from those spoken to at the inspection.

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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