

Inspection of Future Champions Day Nursery Chorley

Future Champions, 174 Preston Road, Whittle Le Woods, Chorley PR6 7HE

Inspection date: 26 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders are aware of the impact that the COVID-19 (coronavirus) pandemic has had on children's emotional well-being. The introduction of a useful 'family area' is helping children to gain a sense of what the nursery is like before they start. Staff ensure that all children are 'loved and cherished'. They allow plenty of time for children to form a special connection with their preferred member of staff before a key person is assigned. Children are clearly very happy and enjoy their time at this calm and inviting nursery.

Staff 'champion every child to reach their full potential'. They teach children with special educational needs and/or disabilities (SEND) about the properties of materials. Children with SEND enjoy emptying and filling containers. They quickly learn that when pouring water down a long pipe, it flows towards the ground. Babies demonstrate their advancing physical skills when pulling themselves up to standing position using secure planks outdoors. Younger children share their good knowledge of where their healthy food comes from when digging up carrots from the garden to accompany their meals. Older children voice their opinions when voting for their favourite fruits. They learn that numbers can be represented in different ways, such as when recording the results on a tally chart.

Children demonstrate friendly attitudes. They kindly compliment others, for example on the 'nice jacket' that they are wearing. Children are sociable and take pleasure in celebrating events, such as their birthday, with their friends at nursery.

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

- Leaders have failed to notify Ofsted of some individuals who make up the organisation. However, these individuals do not have any contact with children and are not involved in the recruitment and selection of staff. Additionally, during the inspection, leaders took the appropriate action to address this. Therefore, there is no impact on children.
- Staff spend quality time engaging with children to gather information about what they know and enjoy. They use this to plan challenging activities that build on children's skills. For example, in response to children's love for living things, staff help children to create a 'bug hotel'. Children observe this closely and demonstrate their excitement when a frog takes up residence. Staff later use these opportunities to build on children's knowledge of, for example, how a frog grows and changes over time.
- Leaders value their staff. They share motivational cards and inspirational quotes with them during 'well-being Wednesdays'. This contributes towards staff's increased positive energy and enthusiasm within the nursery. Staff undergo regular supervision sessions. They attend a variety of training that helps to

extend their good knowledge and practice.

- Overall, staff support children's early language development well. Staff working with babies and younger children take time to ask simple questions during play. They model actions to words, such as 'sprinkle', when playing with sand, to help to enhance children's understanding. However, this is not consistent practice. At times, staff working with older children step in before children have time to think, for example when describing the texture of clay. Furthermore, although staff introduce new words, such as 'fossil', they do not explain the meaning of these, to support children's understanding of more complex language.
- Staff exchange in-depth information with parents that helps to support children's learning within the nursery and at home. Parents report that 'the staff team are like a family' to them and that 'children have lots of fun'.
- Leaders understand the geographical context of the nursery and the children and families that attend. Interesting 'heritage days' focus on the cultures and traditions that reflect the backgrounds of the children attending. This is helping children to gain a good awareness of people and communities beyond their own.
- Relationships between staff and children are positive and respectful. Staff actively encourage the use of good manners during everyday routines. Children, including those with SEND, respond well and show their appreciation through the use of words and signs.
- Staff encourage children to carry out tasks such as cutting up an avocado for snack and washing their hands before meals, to develop independence. However, staff do not teach children about the reasons why they carry out everyday tasks, to extend their awareness of what keeps them safe and healthy. Additionally, on infrequent occasions, staff do not swiftly wipe children's noses as required and overlook routines that consistently support children's developing toileting skills. This does not fully support children to build further on their good personal care skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a culture of vigilance across the nursery. They recruit staff safely and ensure that all staff have a good understanding of their roles and responsibilities. Staff are well trained. They have a good knowledge of all aspects of safeguarding, including the procedures to follow to protect children's welfare. Staff take steps to keep children safe. They carefully observe the entrance area using a video monitoring system. This helps to ensure that children are collected from the nursery by only those authorised to do so. Staff have effective procedures in place to prevent the spread of COVID-19. For example, children and staff are grouped together to create small 'bubbles' and any necessary isolation periods are accurately followed. This helps to promote children's health, safety and welfare.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the intent for children's communication and language development and provide consistent opportunities for older children to think more creatively and acquire a deeper understanding of new words and their meanings
- support staff to respond more swiftly and consistently to children's personal care needs and help children to gain a greater awareness of what keeps them safe and healthy.

Setting details

Unique reference number	EY552739
Local authority	Lancashire
Inspection number	10174151
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	143
Name of registered person	Future Champions Day Nursery Limited
Registered person unique reference number	RP542821
Telephone number	07496577487
Date of previous inspection	Not applicable

Information about this early years setting

Future Champions Day Nursery Chorley registered in 2017. The nursery employs 29 members of childcare staff. Of these, 23 hold appropriate qualifications at levels 2, 3, 5 and 6, and one member of staff holds qualified teacher status. The nursery is open all year round, Monday to Friday, from 7.30am to 6pm, with the exception of bank holidays and one week over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The area manager and the manager led the inspector on a learning walk to show how the nursery is organised and to share information about their intent for the early years curriculum.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a meeting with the area manager and the manager.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector spoke to a number of parents and took account of their views.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training, and policies and procedures.

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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