

# Inspection of Little Chimps Day Nursery

Wimblebury Community Centre, John Street, Wimblebury, Cannock, Staffordshire  
WS12 0RN

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Inspection date: 12 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Staff provide children and their families a warm and friendly welcome on their arrival at the nursery. Children settle quickly as they have formed positive relationships with the staff. They seek comfort from their key person when they are feeling tired or need some extra reassurance. This supports children's emotional resilience and helps them to feel safe and secure. Children are curious about the world around them as they explore the garden with purpose. They get excited as they learn to problem-solve when they find ice in a tray. Children choose which tools work best to break the ice down smaller. This helps children to build on their knowledge and understanding.

Children concentrate as they role play with their friends, using real-life objects. They comment with excitement as they mix objects in goblets to make special 'hot chocolate'. Children search in wonder as they find sticks and pretend that they have a magic wand. Children say that they like coming to the nursery to play with their friends and the cars. They use a range of words to describe what they are exploring, such as 'vinyl', as they learn about the record player which is hidden in the desk. This provides children with language-rich activities that build on their vocabulary. Staff value and respect children's individual ideas. This demonstrates respect for listening to others and promotes equality.

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

- Most children contribute to their learning and discuss what they already know. For example, children talk about visiting their local pond and what they have seen. However, there are times when there is more focus on confident children during discussions. Therefore, less-confident children do not always have the same opportunities to contribute their own ideas.
- During routines of the day, children sometimes sit and listen to stories with staff as they wait for the next part of the day. However, there are times when children are unable to focus on the story as other routines are happening at the same time. This results in children's learning being interrupted.
- Leaders have created an ambitious curriculum that staff tailor to children's individual needs. Staff plan for children's next steps, which builds on their knowledge and gives them the foundations for future learning.
- Leaders and staff attend a wide range of training to build on their professional development. Staff have regular supervision sessions, where they discuss their key children's development and their own personal targets.
- Staff place a strong focus on supporting all children to achieve. Children with special educational needs and/or disabilities and children who speak English as an additional language have effective support plans in place. This results in children making good progress in their learning and development.

- Partnerships with parents are good. Feedback from parents about the support they receive for their children is positive and they say that they feel involved in their child's learning. Staff provide parents with appropriate guidance and advice to ensure that they get the right information should they have any concerns.
- Children follow good care routines. Children wash their hands before and after mealtimes. When exploring activities with real bugs, children talk about the importance of washing their hands so that it does not make them poorly. Staff continuously monitor children's personal care. Older children get their own tissues to wipe their nose. This helps children to learn about personal care needs.
- Children behave well. They show respect for staff and their friends. During play, staff remind children of the rules and boundaries and consistently support children to understand them.
- Preparation for children going to school is good. Staff work in partnership with schools and other professionals to share children's assessments. They invite teachers to visit the nursery to begin to build a relationship with the child before they go to school.
- Staff encourage children to be independent and confident in their environment. Children can access the drinking station to pour their own water. They get themselves ready to go out into the garden by putting their coats and wellington boots on.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff promote a vigilant safeguarding culture in the nursery. They have a secure understanding of safeguarding procedures. Leaders and staff recognise possible signs and symptoms that a child's welfare may be at risk. They know how to report concerns to local safeguarding agencies regarding a child or allegations made against a member of staff. Children access some risky play activities, such as building their own shelters in the garden or learning how a sewing machine works. Staff are deployed effectively to ensure that children are safe when they play with these activities. Leaders follow a robust safer recruitment procedure to ensure that all staff working with children have been suitably vetted.

## What does the setting need to do to improve?

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

- review routines of the day to ensure that children's learning is not interrupted
- extend how staff support children who are less confident to fully engage them during planned group activities.

## Setting details

<b>Unique reference number</b>	EY279257
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10265591
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Aston, Julie Amanda
<b>Registered person unique reference number</b>	RP514256
<b>Telephone number</b>	07933 012 953
<b>Date of previous inspection</b>	12 April 2017

## Information about this early years setting

Little Chimps Day Nursery registered in 2003 and is one of two settings managed by a private provider. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate qualification at level 6, two hold appropriate qualifications at level 4, and nine hold appropriate early years qualifications at level 3. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Older children attend the before- and after-school provision and holiday play scheme offered by the nursery. The nursery offers funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Katherine Wilson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The nominated individual and the manager had a learning walk with the inspector of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector carried out a joint observation with the nominated individual and discussed the impact of learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents discussed their views of the nursery with the inspector.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to children, to find out about their time at the nursery.

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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