

Inspection of The Chase Kirby

Kirby Le Soken Primary School, Halstead Road, Frinton On Sea, Essex CO13 0LW

Inspection date: 14 December 2023

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

Staff warmly welcome children as they arrive at nursery. They have created child-friendly, interesting, and inspiring environments both indoors and outdoors for children to learn. High quality resources are easily accessible to ensure access for all children. Children initiate their own play fully supported. The curriculum is child led and planned around the children's interests. Children happily arrive at the nursery, excited and eager to start their day and investigate the activities provided. They settle quickly, leaving their parents with ease. Children receive support and praise from the attentive caring staff. An effective key-person system is in place. It is evident children have established close bonds with their key person and confidently seek help or reassurance when needed. Children's behaviour is good.

Children demonstrate they feel safe and secure and are inquisitive, confident learners. They make choices as to where they want to play, and relish time outdoors. Staff are skilful in their interactions with them. They teach children the skills they need to be independent learners. Staff help with transitions, such as moving rooms or going to school. The provision of planned activities and resources along with a strong focus on children's well-being, mean children learn how to express and understand their feelings and regulate their emotions.

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

- Children benefit from a varied curriculum and the quality of teaching is good. Staff use initial assessments well and invest time in getting to know the children and their family before they attend. Settling-in sessions are tailored to meet each individual child's needs. Staff demonstrate a sound understanding of what the children need to learn next.
- Partnerships with parents are strong. Parents were very keen to speak with the inspector to express their complete gratitude and satisfaction of every aspect of the nursery. They comment that the manager and staff team are 'exceptional'. They say staff are very approachable and that communication is good. They feel reassured their children are making good progress, many commenting on how their child's speech and language has developed since attending. Many expressed how attentive the staff are to their children's individual needs.
- The manager is fully aware of the importance of monitoring staff practice to improve outcomes for children. There is a culture of evaluation and while she has not been in post long, she has detailed development plans for the nursery. Recent changes have been effective and are ongoing. The manager positively encourages and facilitates staff's continuous professional development. She is ambitious for the children and her team. Staff demonstrate they are happy in their roles and enjoy their time at work. They speak positively of feeling valued and the support they receive.

- Children's speech and language development is supported. The nursery participates in the 'Essex Music Skills' programme and plan many opportunities for children to participate in singing activities. They learn language skills they need through music. Young children thoroughly enjoy interactive singing sessions. They listen intently and follow instructions. They sing enthusiastically to familiar songs and use props available. Staff provide running commentary during activities and introduce new words to extend children's vocabulary.
- The nursery is fully inclusive, and all children make good progress, including those who need additional support. The special educational needs coordinator is knowledgeable and experienced. Positive relationships have been established with outside agencies to ensure that all children reach their full potential.
- The session runs smoothly throughout the morning, and children are engrossed in their play. However, the organisation of some focused activities and the routine to change nappies means children become frustrated as play is interrupted.
- Overall, the quality of teaching and staff interaction is good. The curriculum is planned around all areas of learning and based on children's interests. However, the curriculum is not consistently challenging and, sometimes, children are unable to build on what they already know and extend their knowledge to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their responsibilities to protect children's welfare. The premises and the environment are kept clean, safe, and secure as risk assessment is effective. All staff members have a good knowledge of child protection issues and the procedure to follow should they have a concern about the well-being of a child in their care. Staff also demonstrate a good knowledge of whistle-blowing and the process to report any concerns about the conduct of colleagues. A thorough recruitment process means children are cared for by staff who are suitable to do so. Staff teach children how to keep themselves safe and healthy through planned activities.

What does the setting need to do to improve?

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

- improve the organisation of routines, such as nappy changing and focused activities, to ensure children's play is uninterrupted
- plan more opportunities within the curriculum to challenge children's thinking to consistently build on what they already know and can do.

Setting details

Unique reference number	EY493909
Local authority	Essex
Inspection number	10307913
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Chase Nurseries Limited
Registered person unique reference number	RP905864
Telephone number	01255 674050
Date of previous inspection	13 March 2018

Information about this early years setting

The Chase Kirby registered in 2015. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including qualified teachers status. The nursery opens Monday to Friday, during term time. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The inspector and manager completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspectors with written and verbal feedback.
- A meeting was held between the inspector, manager and area manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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