

Chessgrove Park Day Nursery

Ditchford Bank Road, Hanbury, nr Bromsgrove, Worcestershire, B60 4HS

Inspection date

05/01/2015

Previous inspection date

25/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children benefit from the staffs' exceptionally high quality of teaching, which successfully promotes excellent progress in all areas of learning.
- Staff have an extensive knowledge and understanding of safeguarding and child protection, which ensures children's health and well-being are effectively fostered at all times.
- Staffs' use of the well written policies and procedures, and the comprehensive risk assessments, successfully ensures children's safety in all areas of the nursery and on all outings.
- The inspector observed activities in all play rooms and the outside learning environments. Staff ensure that parents are exceptionally well informed about children's progress, and parents are actively encouraged to share information about learning at home.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all play rooms and the outside learning environments.
- The inspector had conversations with the staff in each room, the deputy manager and the room leaders.
- The inspector held a meeting with the manager, the registered person and senior management team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Judith Harris

Full report

Information about the setting

The Chessgrove Park Day Nursery was registered in 2006 and is on the Early Years Register. It is situated in converted premises in the Hanbury area of Worcestershire, and is managed by an on-site manager and the senior management team. The nursery is one of three settings operated by the same company, and it serves the local and wider area and is accessible to all children. It operates from two buildings, with use of three ground-floor rooms and three first-floor rooms, and there are enclosed areas available for outdoor play. The nursery employs 24 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and four hold appropriate early years qualifications at level 2. Two members of staff hold Early Years Professional status, including one with Qualified Teacher Status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 135 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the children's learning records to ensure that the information is always clear, so that parents are able to read their child's records independently.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff team have an extensive understanding of the Early Years Foundation Stage and a comprehensive knowledge of children's individual learning styles. Children benefit from the consistently high quality teaching and staffs' skilled interactions, which make excellent use of all situations to extend children's learning. As a result, children are clearly making the best possible progress from their individual starting points. Children in all rooms are thoroughly absorbed in a wide range of activities that provide carefully planned challenges. The staff demonstrate a very clear and in-depth knowledge of children's individual development needs. The comprehensive and focused observations and assessments ensure that children's progress is accurately evaluated and any gaps in learning are identified and quickly addressed. The information from assessments is very effectively used to inform individual planning for the next steps in children's learning.

Children benefit from the highly successful balance between child-led and adult-focused activities. As a result, children are carefully supported to follow their own interests and to become active learners. Staffs' skilful interactions with children ensure that they are inspired to explore, experiment and discover through an extensive range of activities. For

example, the toddlers are enthusiastically engaged at a delightful messy play activity. Staff provide the children with an exciting range of materials with different textures, smells and colours. They make excellent use of their interactions to extend the children's learning, as they describe what the children are doing and talk about the feel and smell of the mixture. Children eagerly experiment and explore the activity as they mix and combine the materials using the spoons and their hands. Pre-school children are engaged in some more focused whole-group activities as part of the very positive preparations for moving on to school. For example, staff engage children in a group activity using a story sack, props and a programmable toy, which extends their learning in a wide range of areas. The children clearly understand the activity and delight in telling the story and making a map for the journey. Staff actively encourage the children to use their creative and imaginative skills, and extend the learning by linking sounds and letters as children identify the place names on the map. Children count with confidence as they press the button to programme the movement of the toy. To extend and enhance children's understanding of the natural and wider world, they have regular visits to the farm next door and take part in weekly nature walks. Throughout the nursery, children are thoroughly absorbed in learning as they explore, experiment and discover in the extensively enabling environments.

Children are grouped by age, and each environment is thoughtfully planned to provide the best possible learning opportunities for children's ages and abilities. Independence in play is sensitively promoted for all children, which fosters confidence and allows children to lead their own play. The nursery actively promotes excellent partnerships with parents to encourage learning at home. For example, children take home the nursery bears and parents are encouraged to record the adventures they have with their children. Staff positively support parents to borrow books from the nursery library to read at home. The nursery invite teachers from local schools to visit and urge parents to visit the school of their choice with their child. As a result, children are exceptionally well prepared for the next stage of their learning and the move to school.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development are exceptionally well promoted, and children demonstrate a very secure sense of belonging and high levels of confidence. Individual baby and toddler routines are very closely followed to ensure their ongoing and changing needs are met. For example, staff make daily changes to the babies' routines after morning discussions with parents. The inclusion of children with special educational needs and/or disabilities is clearly very successful. The special needs coordinator shows an exceptionally high commitment to ensuring children's needs are identified and that individual support is provided. Children clearly benefit from the extensively careful and sensitive procedures for settling them into the nursery and as they move on at each stage through the nursery and on to school.

Children benefit from well-planned daily routines that ensure they develop good hygiene practice and learn about healthy lifestyles. All meals and snacks are planned by the management team and freshly prepared for the nursery. Children are developing independence in their personal needs. For example, pre-school children choose when to

have their snack, serve themselves and pour their own drinks. Children learn to manage their own safety through the careful support of staff. This helps children to cope with new challenges because any risks are well-managed and minimised. Staff promote children's physical development through a wide range of outdoor play and outings, including visits to the local swimming pool. The nursery provides wet weather clothing, so that all children experience outdoor play in all weathers.

Children's confidence and self-esteem are exceptionally well supported through the secure attachments they have with staff. Staff actively promote positive behaviour and make skilful use of distraction to support children to understand their emotions. Staffs' in-depth knowledge of the children ensures they can effectively and swiftly address any developing situations. Children benefit from positive reward schemes that support them to gain skills for independent self-control. Children are exceptionally happy, well-settled and, consequently, thrive and develop in this sensitive and nurturing environment.

The effectiveness of the leadership and management of the early years provision

The nursery manager clearly provides inspirational leadership for this highly motivated and committed staff team. Staff consistently make the best possible use of their wide range of experience, skills and knowledge to support children's learning and development. The whole company approach to safeguarding and child protection is exemplary. The manager is the designated safeguarding person for the nursery. She is further supported by the senior management team, which ensures there is always a designated person on call. Staff have an exceedingly secure understanding of child protection procedures, which effectively ensures children are safeguarded at all times. The company's recruitment, induction and vetting procedures are exceptionally robust. The manager makes excellent use of her ongoing individual supervision meetings with each member of staff, to ensure they maintain the consistently high quality of practice. The fully embedded systems accurately identify staffs' professional training and development needs, supporting and extending their already extensive knowledge and skills. Staff benefit from a robust programme of continuing professional development, and the focus on targeted training ensures the high level of practice is constantly improved and sustained. Risk assessments are extensive, and there are also comprehensive annual assessments and detailed daily checks for all areas and outings. As a result, children are safe and well protected at all times.

The manager makes best possible use of the staffs' exceptional experience and skills to ensure the educational programmes are effectively monitored. As a result, staff are highly successful in supporting all children in making extensive progress in relation to their individual starting points and abilities. The highly confident staff team are flexible with the planning, which successfully allows children to follow their own interests closely at all times. The manager has comprehensive systems to ensure that staff effectively monitor and evaluate all learning. As a result, individual plans for children's progress always meet their needs. A clear and comprehensive self-evaluation form has been completed, and shows an excellent and ongoing drive for improvement in all areas. Parents are asked to provide feedback to ensure their wishes are met in order to improve practice. The choice

of resources is extensive and toys are chosen for their quality and durability, as well as to meet children's needs at their different stages of development. Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

Parents are kept up to date with children's ongoing development through a wide range of communication with staff. For example, younger children have daily communication books and each room has a white board where daily messages for parents are displayed. Parents are actively encouraged to contribute to learning and development records with details of play and learning at home. The management team are now reviewing children's learning records to ensure they are free from professional language and clear for parents to read independently. Parents report that staff provide an excellent service. They are confident that their children's needs are fully met by this staff team. Staff make effective use of systems for completing the progress check for children between the ages of two and three years, which is shared with parents. The knowledgeable and committed staff very successfully support children to be exceptionally well prepared for their ongoing learning and for the move on to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY333077
Local authority	Worcestershire
Inspection number	805033
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	135
Name of provider	Chessgrove Park Day Nursery Limited
Date of previous inspection	25/11/2009
Telephone number	01527 821975

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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