

# Chec Mates Day Care

Chec, The Health Shop, 31/32 High Street, Madeley, Telford, Shropshire, TF7 5AR



## Inspection date

16 March 2016

Previous inspection date

9 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leaders have effectively addressed weaknesses identified at the previous inspection. They have good capacity to drive further improvements.
- The children are enthusiastic and willing learners. They arrive at the setting on time. They are excited to be with their friends and take part in the good range of learning and play activities.
- Teaching is consistently good. Staff skilfully complete detailed observations which they use to plan beneficial activities to aid children's good learning. Many children start at the nursery with poor speaking and listening skills. Staff effectively help children to make good progress and to reach the levels of learning and development typical for their age.
- Children have trusting and loving relationships with their key person and other staff. This ensures that children receive consistently good quality teaching, care and learning. Attendance records are accurate and clearly show the times of children's arrival and departure.

### It is not yet outstanding because:

- Leaders and staff have yet to fully secure the engagement of a few parents to further their children's learning potential.
- Routine meetings with staff are not fully used to drive greater levels of children's learning and progress.
- Leaders have yet to secure the involvement of health professionals to provide an integrated development assessment of the two-year-olds attending the nursery.

## What the setting needs to do to improve further

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

- make better use of routine meetings with staff to support even greater levels of children's learning and progress
- improve partnerships with health professionals to support further improvements to the developmental assessment of two-year-olds attending the setting
- maximise children's progress by considering alternative ways to secure the engagement of all parents in their child's learning.

### Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the pre-school and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

### Inspector

Deborah Jane Udakis, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders are driven to succeed and have made significant improvements to the quality of teaching, learning and assessment. As a result, children who start at the setting with skills and abilities below those typical for their age make good progress in their learning and quickly catch up with their peers. The arrangements to safeguard children are effective. Leaders and staff are confident in their knowledge of how to protect children from harm. They are able to recognise the signs and symptoms of abuse and to whom, where and how they should report any issues. Consequently, children whose welfare is at risk receive timely support. Leaders carefully monitor the quality of teaching and care practices. Frequent quality assurance observations help leaders to target improvements and support for staff. However, they acknowledge they could use supervision meetings more effectively to agree ways to support children's greater learning.

### Quality of teaching, learning and assessment is good

Staff's assessments of children's learning and development are accurate and based on good quality, regular observations. The educational programme is varied and interesting. For instance, activities involving jelly, and making birds' nests using chocolate and cereals, secure children's engagement and prolonged concentration. Staff make regular, effective use of rhymes and songs to support children's early literacy, numeracy and language. The children respond using alliteration and repetition to develop their understanding and enjoyment of language and number sequencing. Effective support from other professionals and staff's good role modelling of language help children to develop their speaking and listening skills.

### Personal development, behaviour and welfare are good

Babies and children benefit from the strong emotional attachments formed with trusted adults. Children receive individual attention and support during small group time. Staff ensure that dietary and personal care needs are well met. All children are developing the behaviours of good learners. The older children understand expectations of good behaviour and take turns and share toys and equipment. The children are increasingly confident and self-assured and they are well supported to be kind and considerate to others. The children are safe and secure in this well maintained and managed nursery.

### Outcomes for children are good

Children listen attentively and learn to differentiate the sounds around them with support and encouragement from the staff. This helps them to develop the skills needed to become effective learners. Any gaps in the attainment between children have closed, or are closing, as a result of the good quality teaching. Staff skilfully focus on key aspects of learning. Consequently, children make good progress from the time they start at the nursery and are well prepared for their future learning. The outdoor play area has been improved and provides a small but well equipped space where children further their learning experiences. The children's physical development and core strength is well developed. For instance, they balance and hold tight as other children and staff gently spin them around in a large conical object.

## Setting details

<b>Unique reference number</b>	208180
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1032510
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Childcare Support on Site Ltd
<b>Date of previous inspection</b>	9 April 2015
<b>Telephone number</b>	01952 586499

Chec Mates Day Care was registered in 2006. The nursery employs ten members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two staff are qualified to level 4. The nursery opens from Monday to Friday all year round. The setting 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.

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