

Chatham Nursery School

Birth to Five

Picton Health and Children's Centre, Earle Road, L7 6HD



Inspection date	1 June 2017
Previous inspection date	9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 nursery is part of several integrated services operated under the school. Senior management have a clear vision for the nursery and the role it plays to improve the outcomes for all children. Plans for development are well established and coordinated.
- The nursery is well organised and staff are attentive, affectionate and caring. The key-person system is effective and children have formed strong bonds. This promotes children's emotional well-being and helps them to be exploratory learners.
- Staff have developed good relationships with parents and a variety of external agencies to help them support children who have special educational needs and/or disabilities.
- Children's behaviour is good. Staff support them to be polite and consider the needs of their companions. Children are treated with respect. This helps them to follow a positive example when they play with their friends.

It is not yet outstanding because:

- The current arrangements for professional development do not yet provide each member of staff with precise information about what they need to do, in order to raise their quality of teaching to the highest level.
- On a few occasions, staff do not always make best use of the otherwise good partnerships with parents. Some assessments, particularly when children start, are not always shared to ensure the most accurate overview of what children know is shared.

What the setting needs to do to improve further

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

- refine the arrangements for professional development to focus more precisely on supporting each member of staff to understand what they need to do to raise the standard of teaching to the highest level
- involve parents more in assessments of children's learning to help gain a broader and more consistent picture of children's skills, abilities and achievements.

Inspection activities

- The inspector viewed all areas of the premises and observed activities in two playrooms and the outdoor area. He observed teaching and interactions between the staff and children, and assessed the impact this had on children's learning.
- The inspector held meetings with two members of the senior management team, the nursery manager and the deputy manager. He also conducted a joint observation with the nursery manager.
- The inspector held discussions with staff and children at appropriate times during the day. He also took account of the views of parents spoken to on the day.
- The inspector looked at children's registration record. He checked the evidence of staff qualifications and the suitability of staff working in the nursery. He also looked at a range of other pertinent documentation, including procedures for dealing with complaints, outings and the arrangements for self-evaluation and staff development.
- The inspector checked staff's first-aid qualifications and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the steps they need to take to protect children and how to report such concerns. The managers take prompt action if there are any concerns about a child's welfare and offer sensitive support to families to help improve their child's well-being. The staff team is well established, many have been in post a number of years and they work harmoniously together. This provides children with stability and enables them to grow and learn, feeling safe. Parents say they are pleased with the care their children receive. Information is displayed throughout the nursery and staff provide verbal updates when children are collected. The management team regularly monitors progress of individual and groups of children to enable them to identify actions to take, in order to improve the quality of learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of teaching is good. They provide children with an interesting and fun play environment. Equipment is organised to enable children to choose and learning opportunities that span all areas of learning are provided. Children move freely between the garden and the playrooms as they follow their interests. They share a story under the shade of a tree and delight in using water and decorating rollers to make marks on the fence and wash the slide. Babies are given lots of time to repeat activities as they test out new ideas, for instance, they are fascinated as they drop a ball into a box or roll it across the floor. Staff's enthusiastic praise motivates them to try it again or crawl to retrieve it. Regular planning takes place and staff use their assessments and observations to help them identify what and how children need to learn next.

Personal development, behaviour and welfare are good

Resources are reflective of the cultural diversity of the children attending the nursery. Staff's high expectations foster children's self-help skills. They do not rush children, affording them time to try for themselves, for instance, encouraging children to pull up their own trousers after using the toilet. Plenty of praise helps boost children's self-esteem and motivates them to do things for themselves. Gentle reminders about handwashing help children to learn about promoting their own health. Children are physically active and enjoy relaxing mealtimes. Staff encourage the children to chat and share things about their lives, extending their understanding of families beyond their own.

Outcomes for children are good

All children are supported well to make good progress. Children are developing confidence and an eagerness to learn. They are developing good skills that prepare them well for their next stages of learning, including school.

Setting details

Unique reference number	EY364853
Local authority	Liverpool
Inspection number	1099031
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	74
Name of registered person	Chatham Place Nursery School Governing Body
Registered person unique reference number	RP527202
Date of previous inspection	9 May 2014
Telephone number	0151 233 1200

Chatham Nursery School Birth to Five registered in 2008. The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3, or 4. The nursery opens from Monday to Friday, all year round, with the exception of two weeks at Christmas, and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-year-old children.

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