

The Chase Clacton

Gospel Hall, Cambridge Road, Clacton On Sea, Essex, CO15 3QL



Inspection date	20 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 led and managed well. The management team demonstrates a strong commitment to continuous improvement. They have high expectations for the provision and the quality of care and learning for all children.
- Staff are committed to working together with parents. Partnerships are well established. Staff keep parents well informed about their children's day and actively encourage them to remain involved in their child's learning and development.
- Children are happy and settled. They feel safe and secure in their relationships with staff.
- Staff are good role models. They talk to children in a calm, respectful manner. Children learn about the importance of being kind to each other and the need to share, take turns and consider the needs of others. Staff manage any unwanted behaviour well, taking into account the age and level of understanding of the children.
- Staff have a good understanding of the age group they are working with. They plan and provide a varied range of activities to support children's learning. Activities are rooted in children's interests. Children make good progress.

It is not yet outstanding because:

- Staff do not make the most of opportunities to help younger children develop independence in their self-care skills.
- Sometimes, staff do not make the best of opportunities to help promote children's developing awareness of numbers and mathematical language.

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 opportunities for younger children to learn to do things for themselves and develop self-care skills
- focus more closely on supporting children's developing understanding of counting and mathematical language.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at records of children's learning and a selection of policies.
- The inspector spoke to a number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Staff are enthusiastic and motivated. Regular supervision meetings help encourage a culture of mutual support and promote staff's professional development. Leaders promote reflective practice as part of the self-evaluation process. For example, following a review of lunchtime, staff converted the outbuilding into a dedicated dining room. They now find that children remain at the table to eat and lunchtime is a sociable and enjoyable time. The management team monitors the learning and development requirements well, including how additional funding is spent. This helps to ensure that any gaps in children's learning are quickly identified and any necessary interventions are sought. Safeguarding is effective. Staff understand their responsibility to protect the welfare of children. They have also completed training to make sure they understand how to support vulnerable families who may be at risk of harm from extreme behaviours and views.

Quality of teaching, learning and assessment is good

Staff observe children as they play and evaluate their observations well. This helps them to identify the stage children are at in their learning and what they need to do to support their continuing progress. The quality of teaching is good. Staff actively engage in children's play and are led by what children want to do. Staff talk to children and encourage them in conversation, helping them to become confident communicators. Children eagerly talk to staff about stories that have been shared with them, confidently chatting about their favourite parts of the story. Children benefit from interesting resources that promote their continuing progress towards the early learning goals. Good attention is given to planning for outdoor activities, helping to ensure that children who learn best from being outside, are able to do so. Children who have special educational needs and/or disabilities are supported well.

Personal development, behaviour and welfare are good

The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Parents hold staff in high regard and describe them as approachable, caring and friendly. Children develop close emotional attachments with staff, confidently seeking them out to share in their play. Staff provide a welcoming learning environment in which children are secure and confident to express themselves. They support children effectively to develop a positive sense of themselves. Staff encourage children to develop positive attitudes to each other and people beyond their own experiences.

Outcomes for children are good

Children make good progress from their starting points and they are well prepared for their future learning. Children develop the key skills needed to be ready for school. Older children competently do things for themselves. Children are enthusiastic and motivated learners. Older children understand that print carries meaning and enjoy learning about letter sounds.

Setting details

Unique reference number	EY492976
Local authority	Essex
Inspection number	1024824
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	2 - 4
Total number of places	29
Number of children on roll	61
Name of registered person	Chase Nurseries Limited
Registered person unique reference number	RP905864
Date of previous inspection	Not applicable
Telephone number	01255483141

The Chase Clacton registered in 2015. The nursery employs 12 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 or above. The nursery is open from Monday to Friday from 8.30am to 4.30pm.

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