

Inspection of The Chase Clacton

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

Inspection date: 8 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are at the centre of this nurturing nursery. They arrive happily, and energetic staff greet them by name as they welcome them into the nursery. Children proudly recognise their name on their self-registration 'caterpillar' and put it on their peg as they arrive. This gives children a sense of belonging.

Staff demonstrate an incredibly enthusiastic approach to outdoor learning. Children benefit greatly from opportunities to explore, imagine and investigate. They confidently make their own choices in learning and decide what they want to do. Staff deploy themselves well and engage with children in activities.

Children behave well and staff take swift action to support children when any conflicts arise. Staff support children to learn how to share and take turns with each other. They remind children of the rules of the setting to help them learn what is expected of them. Children show high levels of curiosity and concentration during activities. Young children develop scientific knowledge as they are supported by nurturing staff to explore what happens when warm water is mixed with ice. They smile with delight as they watch how the ice melts and the animals hiding in the ice are revealed.

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

- Staff regularly revisit children's previous experiences to extend on their learning further. For example, when exploring with sand, staff support young children to recall items they may find at the beach. Children laugh with friends as they recall seashells. However, staff do not consistently ensure that their teaching allows children time to share their own thoughts or ideas during activities.
- Children of all ages demonstrate high levels of independence. Older children enjoy taking on additional responsibilities such as 'special helper' and excitedly help to prepare snack for their friends. Young children practise the skills of attending to their own care needs, such as handwashing. Children have opportunities to learn about the importance of keeping themselves healthy. They learn how to brush their teeth effectively, and staff support children to understand the importance of drinking water after exercise.
- Children demonstrate secure early mathematical knowledge. Young children paint their own octopus and enjoy counting with staff how many legs it has. Older children confidently identify the number of boys and girls that are at the nursery during their group time. However, group activities are not always adapted to meet the learning needs of quieter children. This means that not all children fully engage in the learning experience provided.
- Staff support children to develop a love for literacy. Children have access to a vast array of different books and print in their learning environment to extend on

their knowledge further. They excitedly listen to stories, snuggled up to a member of staff. Older children skilfully identify and discuss the similarities and differences of the different dinosaurs in the story.

- Staff know children very well and all staff have a shared understanding of children's individual needs and next steps in learning. They monitor children's progress effectively through daily activities. Staff regularly observe children to gather information about what they can do, which helps to inform their next steps for future learning. As a result, all children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning.
- Partnerships with parents are good. Parents highlight that they feel well supported by staff. They share that their child's development has progressed significantly since attending the nursery. Parents describe the nursery as 'fantastic' and 'amazing' and outline that staff genuinely care for the children. They explain that the staff provide them with activities and ideas to support their child's learning at home.
- The manager has created an environment where all staff feel valued and happy while at work. They provide regular opportunities for staff to share their own ideas and choose further training they would like to do. Staff highlight the strong sense of teamwork across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of their responsibilities to keep children safe. They demonstrate a good understanding of the signs and symptoms that may indicate a child is at risk from harm. Staff clearly explain the procedures for recording and reporting concerns, including if they were concerned over the conduct of a colleague. Staff complete regular training to ensure that they have up-to-date knowledge. This includes information on wider safeguarding issues, such as county lines. Children learn to keep themselves safe. Older children take on health and safety roles and complete their own daily risk assessments of the indoor and outdoor environments.

What does the setting need to do to improve?

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

- support staff to ensure that children are given time to share their own views or ideas during activities
- improve the organisation of group activities and teaching to provide quieter children with more support in their learning.

Setting details

Unique reference number	EY492976
Local authority	Essex
Inspection number	10289307
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	29
Number of children on roll	62
Name of registered person	Chase Nurseries Limited
Registered person unique reference number	RP905864
Telephone number	01255483141
Date of previous inspection	20 November 2017

Information about this early years setting

The Chase Clacton registered in 2015 and is one of four settings run by the same registered provider. The nursery employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am to 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

Inspection activities

- This was the first routine inspection the nursery 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual, the area manager and the nursery manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager and discussed how the curriculum had been implemented.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of documentation, including information regarding the suitability of staff.

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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