

Inspection of Chapel Street Nursery @ Checkley

Checkley Community Centre, Uttoxeter Road, Checkley, STOKE-ON-TRENT ST10
4NB

Inspection date: 21 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Leaders and staff create a warm and nurturing environment, where children feel safe and valued. They get to know the children and their families well and build positive relationships. Leaders and staff foster children's sense of belonging. They provide consistent care and show genuine affection towards the children, celebrating their individuality. Leaders and staff support children in displaying positive behaviours. They offer children praise and encouragement, and celebrate their achievements. Children are encouraged to share and take turns with their friends, which helps to develop their social skills and emotional development.

Leaders and staff design and implement a broad and balanced curriculum that supports children's learning and development across all areas. As a result, all children make good progress. Staff enthusiastically immerse themselves in children's play. They observe and respond to children's interests, encouraging child-led play. As a result, children confidently explore their environment and become engaged in the thoughtfully planned activities and resources. Children have daily opportunities to play and explore in the fresh air. They develop their physical skills as they ride on trikes and use their imagination in the mud kitchen. Learning opportunities, both inside and outside, are as equally engaging, which further supports those children who prefer to learn outdoors. Leaders and staff foster children's curiosity and understanding of the natural world. Children learn the importance of treating animals kindly and with care. For example, they enjoy taking part in the experience of feeding calves and lambs and helping to take care of them.

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

- Leaders and staff work well together as a close team and are passionate about their role. They place children at the heart of everything they do and share the same values and vision for the nursery. Leaders and staff foster an inclusive environment, where everyone feels valued and supported. Leaders have strong safeguarding practices in place, ensuring the safety, well-being and protection of all children in their care.
- Parents speak very highly of the nursery. They say their children have come on 'leaps and bounds' since attending, especially in their communication and language, and confidence. Parents particularly value the homely and family feel of the nursery and the strong community ties. Leaders and staff keep parents informed on the progress their children make and the care they receive.
- Leaders and staff recognise the importance of developing children's communication and language. They create a language-rich environment for children to build and strengthen their skills. Staff engage children in meaningful conversations and value what they say. Leaders and staff help children to

develop a love of books. Children snuggle up with staff as they read stories with enthusiasm and expression, making the experience engaging and enjoyable.

- On the whole, leaders and staff plan group activities that are based on what children need to learn next. They help children to build on their early literacy skills through playful learning. For example, children take turns to guess the letter sound of different items. They place the items in a bowl and use a wooden spoon to stir them together while singing a song called 'silly soup'. Children recall their learning and say, 'A is for alligator not crocodile'.
- Leaders and staff make mealtimes a social occasion by creating a relaxed, home-from-home environment, where children enjoy the experience of eating together. However, not all group activities and daily routines are tailored to align with children's age and stage of development. As a result, some children do not gain the most from the learning experiences and do not always benefit from further opportunities to develop their independence in preparation for the next stage in their learning journey.
- Leaders and staff invite children to explore new experiences that spark their natural curiosity and eagerness to learn. For instance, children have fun as they explore the texture of ice cubes. They giggle as they watch the ice melting in their hands. Children develop their imagination and fine motor skills as they manipulate dough with their fingers and use paintbrushes and crayons. Children become engaged in their chosen activity. However, at times, staff do not always recognise opportunities to extend and build on children's learning even further.
- Children benefit from regular outings in the community. They visit the local church and take part in special events, such as Harvest and Christmas. Leaders and staff support children to develop an awareness of cultures and traditions that are different from their own. This helps children to appreciate and celebrate differences and to prepare children to navigate the multi-cultural and diverse world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- differentiate activities and daily routines to ensure that children's individual learning needs and independence are fully promoted
- help staff to recognise how to extend activities even further to help children make even better progress.

Setting details

Unique reference number	2703797
Local authority	Staffordshire
Inspection number	10368585
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	1 to 4
Total number of places	45
Number of children on roll	15
Name of registered person	Chapel Street Nursery Committee
Registered person unique reference number	RP531076
Telephone number	01538 751187 Mobi - 07385638272
Date of previous inspection	Not applicable

Information about this early years setting

Chapel Street Nursery @ Checkley registered in 2022 and is located in Checkley, Staffordshire. The nursery employs four members of childcare staff. All hold appropriate qualifications from level 2 to level 3 and the manager holds level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate 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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