

Chapelfield Children's Day Nursery

Inspection report for early years provision

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Inspector Glenda Field

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Chapelfield Children's Day Nursery is a private, non-profit making organisation. It opened in 1990 and has been run by a limited company since 1998. It operates from a purpose built nursery unit which is situated in a park in the centre of Norwich, Norfolk. The building comprises of four self-contained, interlinked childcare units for the care of babies, toddlers and pre-school children. Each unit opens onto a secure enclosed outdoor play area. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 8.15am to 6pm throughout the year.

There are currently 87 children aged from three months to under five years on roll. Children come from the city of Norwich and surrounding areas. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 25 permanent members of staff and five relief staff, all of whom hold appropriate early years qualifications ranging from National Vocational Qualification level 2 to Degree level 6. One member of staff holds Early Years Professional Status. The nursery also employs a cook and cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with extremely high levels of care and make very positive progress in their learning and development in the inclusive setting. They are confident, independent and clearly enjoy a superb range of play opportunities, most of which are planned with their individual needs and learning priorities in mind. Partnership with parents is promoted exceptionally well as the staff strive to provide meaningful opportunities for parents to be involved in their children's learning. The nursery is led by experienced and highly motivated managers. They have established effective systems for self-evaluation and together with the staff, they demonstrate a high capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- exploring further opportunities to enable children from the earliest age to value diversity.

The effectiveness of leadership and management of the early years provision

Children are cared for by staff who have completed a wide range of training to ensure they have expert knowledge and understanding to support their individual roles. A comprehensive set of written policies and procedures are collated in the informative operational plan, which is readily available to parents, staff and visitors. The written policies successfully underpin the smooth running of the provision and are reviewed regularly to address any changes. Risk assessment procedures are completed and recorded thoroughly at the beginning of each day, ensuring children are kept very safe and secure. The staff are confident in the procedures they should follow if they have any concerns about the welfare of any child and they give high regard to the need to ensure confidentiality in such situations.

The staff demonstrate an unquestionable commitment to working in partnership with parents. They actively encourage meaningful daily discussions with parents, exchanging information about children's daily routines and sharing photographs that inspire parents understanding of their children's achievements. Children's assessment records, appropriately named 'My Special Book', are always available for parents to read through and the staff value any comments the parents add to these. An array of informative displays serve as highly meaningful ways to ensure parents are kept extremely well-informed. The nursery has established very strong links with other settings that some children attend. Children's transition into full-time school is supported by teachers being invited into meet the children and share their 'My Special Book' records. The setting has also collated information into individual books for the schools that children will attend. Children thoroughly enjoy reading these books which familiarises them with the school they will be attending. Children enjoy looking at the photographs and are able to name the areas of the school they will be attending, such as, the school hall and playground.

Children benefit significantly as the managers and staff strive for high quality practice, continuously monitoring and evaluating the standards at the setting. They share an agreed vision for the improvements they plan to make to the provision, such as developing the layout of the outdoor play areas. Regular meetings provide valuable opportunities for all staff to discuss new ideas or initiatives and to utilise their individual strengths. The management are very receptive to support provided by advisors from the local authority and ensure that staff training needs and aspirations are prioritised during annual appraisals and training audits.

The quality and standards of the early years provision and outcomes for children

Children make very good progress in their learning and development, skilfully supported by staff who demonstrate exemplary knowledge of the Early Years Foundation Stage. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are very aware of the children's individual progress as they regularly observe their

developmental needs and interests. These observations are collated in the children's individual special books, along with meaningful photographs. This information is used very effectively to identify the next steps in children's learning, these are linked to the aspects of learning and development and incorporated into future planning. Staff work extremely well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities. For example, visits are made to the local children's centre sensory area. Children with English as an additional language are also supported through displays of picture cards and photographs and staff identifying and using key words with the children. Staff also attend appropriate courses which focus on English as an additional language.

Children benefit from a very bright, welcoming and child-friendly learning environment. Each of the four main playrooms afford children with ample space to explore the array of high quality play materials in safe and secure surroundings. There are rich experiences for younger children to explore paint, bubbles, water and sand, and they enjoy investigating the natural everyday objects in the treasure baskets. Children make good progress in communication and literacy. For example, they show a strong interest in writing their names on their finished drawings and they eagerly ask staff to share books with them. Children's experiences are extended as they take part in regular outings. For example, visits are made to the 'Bear Factory' where children help to make a stuffed animal of their choice, which they then take back to the nursery. Children take turns to take the animals home at weekends along with a diary to record the weekends events. Visits are also made to the library for story time and the local park and children's centre. There is very good provision for free-flow access to the outside learning environment for all children and the staff ensure all areas of learning are delivered through outdoor play.

High emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. The staff plan highly meaningful opportunities for children to grow a wide range of fruit and vegetables in the outdoor areas, which they then harvest and prepare for snacks and meals. Visits to the nursery are also made by the Forest School Conservationist. Children learn the importance of brushing their teeth and avoiding surgery foods when a dental hygienist visits. The nursery has produced innovative initiatives to ensure children benefit from a highly nutritious diet. For example, the cook is passionate about planning varied menus which are precisely balanced and tailored to meet children's individual dietary needs. Children are also supported to develop a good understanding of how to keep themselves safe as they take part in evacuation drills at the setting and staff arrange for the traffic safety police to visit.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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