

Chapelfield Children's Day Nursery

Chapelfield Gardens, Chapelfield East, Norwich, Norfolk, NR2 1SF

Inspection date	15/04/2013
Previous inspection date	26/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Superb relationships with parents and professionals, mean that children make exceptional progress in their learning and development.
- Children are extremely confident and self-assured as they have excellent relationships with the staff.
- Children's safety is given utmost priority as staff take all the necessary steps to keep children healthy and safe.
- Staff use their robust knowledge of the Early Years Foundation Stage to provide children with exciting and innovative activities and experiences, which enhances all aspects of their learning and development.
- The staff fully support children to develop a robust understanding of the importance of leading healthy lifestyles through plenty of fresh air and healthy, balanced snacks.
- Children's transitions into school are well managed, which means that children are able to move on to school smoothly.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all the playrooms and the outdoor learning environment.
- The inspector held discussions with the management team, staff, parents and children.
- The inspector conducted a joint observation with the manager in the outdoor learning environment.
- The inspector checked a range of documentation, including safeguarding policies and procedures and risk assessments.
- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications.

Inspector

Sue Mann

Full Report

Information about the setting

Chapelfield Children's Day Nursery registered in 1990 and is registered on the Early Years Register. It operates from purpose-built premises in a park in the centre of Norwich, Norfolk. It is a limited company, run as a private, non-profit making organisation. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8.15am until 6pm. There are currently 87 children attending who are in the early years age range. The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance further the outdoor learning environments to provide additional play experiences for the youngest children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a first class knowledge of the Early Years Foundation Stage, which means that children make consistently high progress in their learning and development. Regular, meticulous observations identify what children can do, enabling staff to maintain excellent records of the progress children are making. Staff use this information, as well as children's interests, to guide individualised planning. This means that activities and experiences provide children with appropriate challenges, which supports their next steps in their learning and development. This enhances all aspects of children's learning and results in children making excellent progress in relation to their starting points. Thorough tracking systems enable staff to identify children who need additional support early on. Therefore, staff provide highly stimulating activities, which support all children's needs. As a result, children enjoy their learning through high quality play, and are exceptionally well prepared for school or the next stage in their learning.

The highly reflective staff offer children an excellent range of exciting activities, resources and experiences daily. Older children enjoy making 'mud' soup, which staff then help them sell to their friends. Staff support children's interests as they develop, by providing play

money, which children use to buy the soup. This dedicated support by staff ensures that children are extremely happy and enjoy playing alongside the enthusiastic staff. Younger children enjoy exploring shaving foam in trays, with a variety of spoons and other resources. Staff encourage this explorative play, by sharing the experience and modelling ways of moving, scooping and feeling the foam. This sensitive support enables younger children to flourish and develop their physical skills through play.

Staff support children's language and communication development exceedingly well; they make the most of any opportunities to get the children singing songs and rhymes. For example, staff and children enjoy singing songs together while outside in the garden. Staff repeat young children's words back to them correctly, which enables children to hear the correct pronunciation. Children have many opportunities to develop a love of books, as staff spend time reading stories daily. Children enjoy sitting in the comfortable book areas in each room, looking at books by themselves or listening to stories read to them by staff.

The contribution of the early years provision to the well-being of children

Children arrive at the nursery, happy and very eager to begin playing. Time spent talking to parents at the start of any new care arrangement, means that staff support new children exceedingly well. Therefore, children develop excellent bonds with their key persons and settle into the nursery easily. An effective buddy system means that children have another adult to support him or her should their key person be absent. This enables children to form supportive and nurturing relationships with adults, and enhances their well-being and self-confidence.

All children play very well together as staff support their understanding of turn-taking and sharing resources effectively. Staff consistently model exceptional social manners, ensuring that they use 'please' and 'thank you' when interacting with the children and each other. This ensures that children's understanding of politeness is exemplary. Children learn how to protect themselves in the event of an emergency, as regular fire drills are practised.

The staff ensure that meticulous hygiene routines are in place, which ensures that the nursery takes all necessary steps to minimise the risk of cross-infection. Children in all rooms freely access the exciting outdoor spaces, which means that many of them are outside for long periods. Overall, imaginative selections of resources provide children with a wealth of opportunities to develop their understanding of the importance of physical exercise. However, there is scope to enhance the resources and play opportunities in the outdoor environment available to the youngest children. The older children enjoy playing in their highly stimulating outdoor play area, which has a rich and colourful wall mural, painted by a local artist. This enables children to use their imaginative skills to pretend they are in the jungle, as they move around and climb on the wooden climbing frames. The nursery employs a cook, who provides the children with freshly prepared healthy, nutritious and balanced snacks and meals daily. Managers source much of the fresh produce locally, which helps the nursery to support local businesses and obtain the freshest food for the children. Staff record any allergies or cultural dietary preferences on child record forms, which means that they are aware of children's individual dietary needs.

Key persons encourage their key children to become familiar with other children and staff in the older age groups, as they provide opportunities for them to play with each other in the outdoor play spaces. This enables children to see their new key persons and meet some of the children they will see in their new rooms. Therefore, children move confidently into the next age group. Parents comment that siblings get to see each other during the day, which reassures younger children and strengthens family bonds. Staff support children in their transition to school, as they have links with many of the local primary schools. This means that children are able to meet their new teachers in familiar surroundings and therefore, develop confidence in moving to the next stage of their learning.

The effectiveness of the leadership and management of the early years provision

The managers demonstrate a robust understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The managers monitor the implementation of safeguarding policies and act quickly in the event of any incidents. They carry out checks to see whether policies or procedures need updating or changing, through concise action plans. The main gate into the nursery has a lock on it, and the fingerprint entrance security system means that only adults known to the nursery are able to gain access to the nursery to collect their children. There is a clear understanding of when and who to contact should they have any concerns about children. Staff turnover is very low, which reflects the hard work of the managers in motivating staff to provide exceptional care for all the children. Recruitment procedures are robust and meticulous, as all staff complete thorough background checks and inductions, to ensure that they are suitable to be working with children. Comprehensive risk assessments and thorough daily checks of the indoor and outdoor environments means that the nursery is safe for the children who attend.

The managers demonstrate an exceptional understanding of the learning and development requirements. They closely monitor every child's progress in their 'special books' and through the various rigorous assessment procedures, which ensure that staff are able to support each child appropriately. Staff encourage parents to add their comments in the 'special books' detailing what their children can do at home, which means that all activities and experiences encourage children to make excellent progress in relation to their starting points. Staff develop this superb relationship with parents further as parents have frequent opportunities to go into the nursery to share cultural celebrations and special events. Parents comment that they enjoy reading the exceptionally well presented 'special books', which are packed with photographs showing the fun children have at nursery. These follow the children around the nursery, and clearly chart the learning and development progress each child has made. The staff have made impressive relationships with a broad range of specialists and professionals. This enables them to seek support when they identify a child with special educational needs and/or disabilities. Therefore, all children are able to make consistently high levels of progress towards the early learning goals.

The managers and staff effectively use self-evaluation to evaluate the setting. They use parental questionnaires and verbal feedback to seek the views of the parents and the children. Staff have opportunities to express their views through the frequent staff meetings and individual appraisals. This enables the nursery to formulate clear action plans to enhance their already exceptional practice. This ensures that the nursery responds to the needs of its parents, children and staff and maintains continuous development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	254014
Local authority	Norfolk
Inspection number	912725
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	87
Name of provider	Chapelfield Children's Day Nursery Limited
Date of previous inspection	26/05/2011
Telephone number	01603 611147

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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