

# Chapelfield House Nursery

Inspection report for early years provision

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**Unique reference number**

EY418988

**Inspection date**

09/08/2011

**Inspector**

Wendy Fitton

**Setting address**

Chapelfield House, Platting Lane, ROCHDALE, Lancashire,  
OL11 2HD

**Telephone number**

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**Email**

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Sunflower Nurseries Ltd @ Chapelfield House registered in 2011. The nursery operates from converted premises in the Rochdale area of Greater Manchester. The nursery is registered for a maximum of 54 children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently 22 children on roll, of whom 12 are in the early years age range. The nursery provides funded early education for three and four-year-olds.

The nursery is open all year, five days a week, from 7.30am until 6.30pm. All children share access to secure outdoor play areas.

There are a team of nine staff and this includes the nursery manager and the deputy manager. Of these, all nursery staff are qualified to National Vocational Qualifications at levels 2 and 3, with four qualified to level 5. The setting is supported by the local authority early years and childcare advisors.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a suitable environment which is generally meeting individual needs through the planning of some experiences and learning opportunities according to children's interests. There are relevant partnerships with both parents and carers, together with some links to other providers and professionals to support children's development and learning. The system for evaluating the quality of the provision is satisfactory and is being developed in liaison with early years networks.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review staffing arrangements to ensure safety and to meet the needs of the children in the absence of the manager (Staffing arrangements). 10/09/2011

To further improve the early years provision the registered person should:

- review and develop fully the environment, resources and routines to fully challenge and interest children throughout the continuous provision
- develop further the systems for self-evaluation and the plans for the future to enhance the outcomes for children and the organisation
- continue to develop and review the system of planning, observation and assessment in order to meet individual children's learning needs to support their future steps as they progress towards the early learning goals

- review the key person system to ensure continuity of children's care at all times.

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

Children are protected through the policies and procedures that are in place. Safeguarding procedures are secure and all required checks have been carried out. Staff understand the policies and know their role and duty in keeping children safe from harm. They have undertaken recent training to update their knowledge for child protection. All staff are qualified to support the learning and welfare of young children. However, the staffing arrangements and contingency plans are not effective to fully ensure safety and meet the needs of the children during the absence of the manager. This is a breach of the specific legal requirements and therefore an action has been raised. There are risk assessments and health and safety procedures in place that maintain some aspects of children's health and well-being. Partnerships with other professionals are evident as staff link with other nurseries and with early years development and support networks. This enables them to continue to support children's learning needs and their development. Children are grouped according to their ages and stages of development in separate areas, with access to adequate furniture, equipment and resources. However, the deployment of staff, the environment and routines do not always fully challenge and interest children throughout the continuous provision, to fully support their needs and development.

The system for self-evaluation is ongoing in liaison with staff and early years teams. The owner is taking positive steps to improve the organisation of the nursery following intensive support from the local authority advisory service. Staff are positive in making changes and wishing to develop practice. For example, they are wishing to consider changes to environments and routines. Relationships with parents are generally positive and help children to feel secure. Parents are welcomed into the nursery and are warmly greeted. They have access to information about the organisation through the noticeboards and newsletters. Parents are invited to open days to view their children's development and learning profiles and discuss children's progress with key staff. They are encouraged to engage in social events and any fundraising activities.

The nursery adequately promotes equality and diversity and is inclusive, reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests.

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

Staff have a sound knowledge of the learning and development and welfare requirements. They support children's learning through some planned activities and experiences, with access to a sufficient range of resources for children to play

and explore. The planning of the learning environment is basic and links to some of the six areas of learning with access to some continuous provision throughout the day. However, the overall environment, resources and routines do not fully challenge or interest the children to engage in their own play or develop their own knowledge and skills throughout the continuous provision. There is a system in place for observing and assessing the children as they progress towards the early learning goals. However, this is limited and does not clearly identify plans to meet individual children's learning needs to support their future steps as they progress towards the early learning goals.

Children are broadly settled and comfortable and show they feel safe with their key people. However, the key person system does not fully ensure continuity of children's care at all times during routines and care practices. Children make free choices from resources that are accessible around their environment and choose where they want to play. They follow hygiene practices and are aware of safety issues. Staff prompt children about the safety rules as they play on outside equipment and tidy up toys when they have finished playing with them, and they know to sit safely at the table when eating meals. Children wash their hands after using the bathroom and after meals. They enjoy outdoor play and learn about fresh air and exercise as they engage in physical activities. Children are provided with healthy balanced meals. Overall, children's health, physical and dietary needs are adequately met. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Staff follow the behaviour policy and praise children's efforts and achievements. Children are encouraged to work as part of a group, use manners and take time to think about their own behaviour and how this impacts on others. Staff use positive strategies to manage any challenging situations with puppets and dolls and through discussion times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met