

Chapel House Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Chapel House Day Nursery registered in 2012 under new ownership. It is privately owned by All About Children Ltd and is one of a group of eight nurseries. It operates from a renovated chapel in West Norwood, in the London Borough of Lambeth. There are four nursery rooms and enclosed gardens for outdoor play. The nursery is registered on the Early Years Register to care for a maximum of 112 children in the early years age group. There are currently 90 children on roll. The nursery supports children with special educational needs and/or disabilities. There are 19 staff working with the children, all of whom have a relevant qualification. The nursery supports children learning English as an additional language. The support staff are the cook, the housekeeper, the kitchen assistant and the maintenance person. The nursery receives funding for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well cared for in the nursery's welcoming and inclusive environment. Children's learning and development is successfully supported and healthy lifestyles are extremely well promoted. Overall, resources are stimulating and used well. The new owners and managers have high expectations, which drive continuous improvements. Through rigorous and extensive monitoring systems, investment in new resources and staff training, they have enabled the nursery to tackle key priorities. As a result, actions taken have had a good and in some respect, outstanding impact in bringing about improvement to the nursery and outcomes for children. Excellent partnerships with parents and others mean staff understand children's individual needs enabling them to provide good support.

What steps need to be taken to improve provision further?

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

- develop the role play area to further create available props that encourage children to role play events that reflect their family lives and communities.
- develop the range of information and communication technology children have access to in the pre-school room by providing a computer.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. Children are well protected because of clear vetting procedures. Designated staff fully understand their responsibilities. The comprehensive policies and procedures reflect the good

practice in the nursery. Routine risk assessments promote the children's health and safety. Three designated fire wardens make sure the fire alarms continue to be in working order in the core areas. Eight members of staff have first aid certificates to ensure that children receive appropriate care in the event of an accident.

The management team is exceptionally successful in inspiring the staff to make continuous improvements. As a result, morale is very high. Highly reflective self-evaluation systems result in accurate appraisal of the nursery, well targeted actions and motivated staff. As a result, the nursery has the capacity to make continued substantial improvements based on what they have accomplished so far. The new owners have a good understanding of the nursery and a clear sense of purpose about what it is they want to achieve. Staff development has high priority. For example, staff attended training in key worker systems, early letters, sounds, and children's schemas. This facilitates continuing improvements and improved outcomes for children.

Recent significant investment in resources for the nursery has greatly improved children's access to good quality play resources. They are stored at low-level to encourage children to make choices in their play. Play resources are varied and some depict positive imagery supporting children to value diversity. The nursery is highly committed to working in partnership with parents, other settings and professionals by taking a lead role in establishing effective working relationships. This has resulted in children getting the support they need to promote their learning, development and welfare. Staff use communication systems such as Pictorial Exchange Communication Systems (PECS) and sign language to promote inclusion. Children's home language is valued and supported. Staff use children's home language during story time and displays. This is further supported by staff who speak children's home language.

The nursery has highly positive relationships with the parents. Parents are involved in the nursery's self-evaluation process and their comments have instigated change within the nursery. For example, the menus have changed to provide more healthy deserts and become more diverse. Parents are kept well informed about their child through daily discussion with their child's key person and through written information. The staff provide guidance and information about how parents can support their child's learning at home. Positive relationships have led to strong levels of engagement. Parents are welcomed into the nursery and encouraged to take part in activities with the children. The parents are extremely pleased with the 'fantastic' improvements the new owners have made. They comment about the 'friendly and supportive staff' and that their children's 'social skills' are developing 'very well'. Parents report they feel 'very involved' and 'welcomed' into the nursery.

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

Staff have a secure understanding of the Early Years Foundation Stage. They use their key person system to good effect enabling children to settle well into nursery life. The staff are gentle and supportive with realistic boundaries which encourages

the children to behave well and play harmoniously together. Pre-school children respond well to the signal when staff want them to listen to something. As a result, the routine of the day flows seamlessly. The staff are developing a 'learning journal' that records children's development and have a good understanding of the children's interests and achievements. They work very well with parents and other professionals to make sure they understand the children's individual needs. As a result, children make good progress. Warm and caring relationships are evident. Children are forming strong attachments to staff and other children within the nursery. This helps children to feel safe and secure. Children learn about how to keep themselves safe when they practise fire evacuation and practise how to climb up and down the play stairs.

Children adopt excellent simple hygiene routines. They wash their hands before their meals or after a messy activity using the liquid soap and paper towels that help protect them from the risk of cross-infection. Children eat healthy meals cooked on site by the nursery cook. They engage in activities to support their excellent understanding of healthy eating. For example, they visited a local fruit and vegetable shop and chose produce to buy. They smelled, tasted, discussed and cooked the produce. This activity is extended to encourage further discussion by displaying photographs of children's facial expressions when tasting different fruit and vegetables and the words children used to describe the food. Staff further encourage children to eat their vegetables at lunch time by offering them a sticker. Children have innovative opportunities to engage in a wide range of physical activities. Daily physical play is an important part of the nursery routine. The garden is used effectively to provide a stimulating and challenging environment for all children. Children thoroughly enjoy digging the earth, painting the stepping-stones, climbing, balancing and manoeuvring wheeled toys. Children participate in a regular music and movement class run by a dance teacher to support children's bodily awareness.

Children in the two-to-threes room have free access to a good range of play resources. However, the role-play area is not exploited to its full potential to fully encourage children to role-play events that reflect their family lives and communities. Nevertheless, children are fully engaged in stimulating activities. They enjoy stirring the cake mix, rubbing grease into the tin and smelling the spices. They experiment with musical instruments, banging the drums and shaking the bells. Children enjoy manipulating sand and play dough and finding out what objects sink and float in the water tray. Children in the toddler room are settled and content. They thoroughly enjoy making bubbles as they splash in the water tray and shaking their shakers to music as they sing and dance.

Children attend worthwhile outings to learn about the world around them. They visit shops to buy seeds to plant; they collect leaves and picnic in the park. Pre-school children learn about technology when they use the camera to take pictures and print them for displays and learn how to use the compact disc player. However, they do not as yet have access to a computer. Pre-school children are confident mark-makers. They make their own books and display them with pride. They are encouraged to write for a variety of purposes; they write recipes, write their names on their work, self-register and write labels. Staff play games and use finger puppets to support children's developing understanding of letter sounds.

Children engage in number songs enthusiastically because they have made the props, which promote their understanding of simple calculating. Children are offered good opportunities to experiment with a variety of textures, such as corn flour and jelly and design their own creations in the art and craft area.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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