

# Lee Chapel Nursery

Lee Chapel Primary School, The Knares, BASILDON, Essex, SS16 5RU

## Inspection date

Previous inspection date

15/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are settled, secure and well behaved in the nursery, as they have formed trusting relationships with the adults that care for them.
- Children's safety is given a high priority as staff take all the necessary steps to keep children healthy and safe.
- Partnerships with parents are fostered well, ensuring continuity between nursery and home in relation to children's learning and care routines.

### It is not yet outstanding because

- Children are not able to prepare their own snacks, which means that they are not fully supported to become independent and take responsibility for their own dietary needs.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector held discussions with some of the staff and the manager and spoke to parents as they collected their children.
- The inspector completed a joint observation with the supervisor of the nursery.
- The inspector observed play activities in the indoor and outdoor environments.
- The inspector sampled a range of documents, including child records, children's learning journeys and policies and procedures.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Lee Chapel Nursery was registered in 2012 and is on the Early Years Register. It operates from purpose built premises in the grounds of Lee Chapel Primary School, in The Knares area of Basildon, Essex. The nursery serves the local area. Children have access to one main playroom. There is a fully enclosed area, available for outdoor play. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and then from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the

early year's age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:**

- provide opportunities for children to prepare their own snacks in order to promote their independence skills and take responsibility for their own dietary needs.

### **Inspection judgements**

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

Children make good progress in their learning and development as staff demonstrate a secure knowledge of the Early Years Foundation Stage. Staff make effective use of opportunities to enhance children's play by fitting in with children's pretend play and modelling how to develop this further. For example, staff model making and drinking cups of tea in the role-play area, which the children copy. They use available resources flexibly, pretending a toy car represents sugar to sweeten their cups of tea. This enables children to make the most of their imaginary skills, by pretending that one object can represent another object. Regular observations as to what children can do, enables staff to maintain clear records of the progress each child is making. Staff use this information, as well as children's interests, to guide individualised planning and ensure that activities are relevant to children's emerging interests. Regular assessment of children's current stages of learning and development enables staff to effectively plan to support children's next steps. This ensures that they make good progress in their learning and development in relation to their starting points.

Children have good opportunities to develop their speaking and listening skills through discussions and talking about what they are doing. Staff support children by using open-ended questioning, which allows children to think their ideas through and make connections between different parts of their life experiences. For example, children discuss with staff the types of dresses and shoes that princesses may wear when going to a party. Staff show a genuine interest in children's ideas and thoughts by talking about famous princesses and the balls they attend. This good practice makes children feel valued and motivated to share their ideas.

Children are well supported in the prime and specific areas of learning, as there is a broad range of exciting and stimulating resources for them to choose from. These are easily

accessible to all children as they are stored in low-level shelves. This means that children are able to choose what they want to play with. Staff encourage children to use mathematical language in daily routines and in play. They count the number of children present at circle time, which helps children to learn to use number names in sequence. Children enjoy sharing stories with each other and staff. A good selection of books caters for a wide range of interests and allows children to explore books reflecting their emerging interests further. For example, children find books about princesses and castles, which they share with staff. This supports children to understand that information can be found in books, which helps them to develop skills to prepare for the next stage in their learning. They enjoy daily opportunities to play in the garden area, using a range of equipment that helps develop their physical skills, hand-eye coordination and promotes their good health and well-being. They enjoy playing bat and ball games with staff and playing on the large wooden climbing frame. The garden is accessible all year round, as a canopy has been installed, which means that children are able to enjoy playing in the fresh air even when the weather is poor. Children develop their understanding of diversity as they discuss the recent Chinese New Year celebrations. A range of resources, including dolls, books and wall displays further supports children to understand different cultures and customs. Children and staff enjoy playing matching card games together, which helps to develop children's memory skills and turn taking. They respond to the positive praise they receive from staff when they find a matching pair, which encourages them to try again. Staff encourage the children to tidy up after finishing with an activity, which allows new resources to be put out and helps to ensure that floor spaces are free from hazards. This enables children to learn how to care for toys and keep their environment safe.

Children play in an environment where staff actively promote equality of opportunity and anti-discriminatory practice for all children. Children with English as an additional language and those with special needs and/or disabilities are well supported. The nursery building is accessible to all children. Special facilities, including disabled toilets and an adjustable changing table enables staff to meet all children's personal hygiene routines. Staff work closely with relevant professionals, such as speech and language therapists, which ensures that they are able to seek advice or support when required. This includes teaching resources and dedicated support staff who work one-to-one with some children. This enables children with English as an additional language and those with identified special needs and/or disabilities to make good progress in relation to their starting points.

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

The staff work hard to ensure that procedures at the start of the session are calm. Children say good-bye to their parents and carers at the main door, putting their coats and bags away in the cloakroom before sitting down for registration. This ensures that children are ready for their learning. Time spent talking with parents at the start of any new care arrangement, enables staff to effectively support new children to help them settle into the nursery. Therefore, children develop a good sense of belonging as they have strong bonds with their key person. Effective staffing ratios ensure that there is always more than the minimum staffing requirements, which ensures that children's individual needs are met. Children play well together as staff effectively support children's

understanding of turn taking and sharing resources. Staff model good social manners, ensuring that they use please and thank you when interacting with the children, which means that children learn how to be polite when talking to each other and staff.

Effective hygiene routines and plenty of fresh air support children's good health and well-being. Children have healthy and nutritious snacks, which includes a selection of fresh fruit. However, all snack foods are prepared by staff, which means that children do not have opportunities to learn how to use knives to cut and prepare their own snack. Staff ensure that any allergies or cultural dietary needs are recorded in child record forms, which enables them to be aware of children's individual dietary needs. This means that children are not given any foods identified to cause allergic reactions or are against religious beliefs. Children have daily access to the enclosed garden area, which provides good opportunities for them to develop an understanding of the importance of physical exercise.

The purpose built nursery is located on the site of the primary school. Reception teachers visit the nursery prior to children going to school, which helps children to become familiar with their new teachers. The nursery children have further opportunities to visit the main school for special assemblies and celebrations, which helps them to become familiar with the school environment and supports their transition into school.

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

Children are safeguarded well, as all staff are fully aware of their responsibilities in keeping children safe. Staff attend regular child protection training, which ensures that they are up-to-date with procedures and policies. This means that all staff are aware of the procedures to follow should they have a concern about a child. Regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Arrangements for recruiting new staff in the nursery are robust. All staff complete thorough background checks and inductions, which ensures that they are suitable to be working with children. Safety measures, including close circuit television and locks on all the doors, ensure children's safety whilst in the nursery. Staff stand by the door as children are collected, which means that only adults known to the nursery are able to collect children. Procedures are in place to ensure that any change to who is collecting children is recorded. Staff check this information against emergency contact lists, which means that only known adults are able to collect children. Comprehensive risk assessments and thorough daily checks of the indoor and outdoor environment means that the setting is safe for the children who attend.

Self-evaluation takes account of the views of the parents and the children. Staff are able to express their views as to how to move the nursery forward and improve the quality of care and education through regular staff meetings and appraisals. Supervision is in place to support staff and identify any training needs. Staff access a range of training opportunities through the local council's training programme, which enables them to update their skills and knowledge and improve their practice. The manager understands

her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She carries out regular monitoring checks on the children's learning journeys to ensure that all staff are able to identify children's current stages of learning, and that this information supports children's progress towards the early learning goals. Regular reviewing and updating of policies and procedures means that any changes or updates in legislation are taken into account. This shows that the manager understands and meets the welfare and safeguarding requirements of the Early Years Foundation Stage.

The staff have formed good relationships with parents, this ensures that continuity of children's care routines is maintained. Parents comment that staff are approachable and they are very happy with the care their children receive. Parents comment positively on the facilities and the environment of the new building. Parents contribute regularly to the learning journeys and share information with key persons when they notice new learning at home. Daily verbal feedback ensures that parents are aware of how their child has been at nursery, any significant milestones and the activities that have enjoyed during the day. Parents comment that they feel their children are well prepared for the transition to school, as the nursery children regularly visit the school and wear a similar uniform, which helps them to feel a part of the wider school community.

## 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. 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

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. 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

<b>Unique reference number</b>	EY451488
<b>Local authority</b>	Essex
<b>Inspection number</b>	880450
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Lee Chapel Nursery
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01268544433

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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 that are usually their 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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