

Chipmunks Day Nursery

34 Buxton Road, WEYMOUTH, Dorset, DT4 9PJ

Inspection date

Previous inspection date

08/04/2013

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 and secure and develop high levels of confidence and self-esteem. This is due to staff having a very good understanding of children's individual needs and routines, and setting clear boundaries and expectations with regards to their behaviour.
- Children's independence is encouraged well. They make many choices in their play encouraging them to become active learners.
- Systems for planning and assessment work well and support staff in providing a broad range of activities which are adapted to suit the individual needs of each child, helping them all to make good progress in their learning and development.
- Staff are confident in their roles due to effective induction arrangements, ongoing staff supervision and training opportunities.

It is not yet outstanding because

- Children who learn English as an additional language do not have sufficient opportunities to hear or use their home language in the setting.
- Younger children have less opportunities to engage in play outdoors to enrich their all round development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspectors observed activities in all the playrooms and the outside learning environment.
- The inspectors looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspectors checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspectors took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspectors held meetings and completed a joint observation with the manager of the setting.

Inspector

Samantha Powis

Full Report

Information about the setting

Chipmunks Day Nursery and Claylands Out of School and Holiday Club re-registered under the same ownership in 2012, having previously been operating at this site since 2004. It is one of two nurseries under the same private ownership, and operates from a large converted house in the Rodwell area of Weymouth, Dorset. Children have use of a variety of playrooms on two floors. The out of school club operates from a separate two story building on the same site. Children have access to an enclosed garden and a secure outdoor play area, which is laid to tarmac. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates each weekday from 7.45am to 6pm for 51 weeks a year. There are currently 191 children on roll, 138 of these are in the early years age range. The nursery receives funding to provide free early education to children aged two, three and four years. They support children who have special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 24 members of staff. The manager and two deputy's hold level 4 qualifications, 16 staff hold level 3 qualifications and three staff hold level 2 qualifications. Some staff with level two qualifications are working towards gaining a level 3 and one member of staff is working towards gaining a foundation degree in early years. Two staff are employed in support roles.

What the setting needs to do to improve further

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

- provide more opportunities for children who learn English as an additional language to hear and use their home language at the nursery

- offer the younger children more opportunities to explore all of the outdoor play areas.

Inspection judgements

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

Children throughout the nursery children settle quickly and are keen to explore the stimulating and interesting play areas. All staff have a good understanding of children's individual needs, preferences and routines, which means children feel safe and secure and are ready to learn. Well planned activities and experiences that reflect children's interests excite and motivate children into getting fully involved. Staff make detailed observations of

children in their play, which help them to monitor children's progress and establish their next steps. This in turn informs future planning, ensuring that all children are supported well in making good progress in their learning. As a consequence, children are ready for the next stage of their learning. Staff have implemented an effective system to complete two-year-old progress checks, working closely with parents so they are fully involved in the process. Parents receive regular feedback about their child's learning and there are effective systems in place to ensure a regular two-way exchange of information. Parents are fully aware of the records the nursery keeps to monitor and support each child's learning, and are welcome to see them at any time. Formal arrangements throughout the year provide opportunities for parents to share records with key persons in more detail. This helps them to feel fully involved in their child's learning and gives them ideas as to how they can further support their child's learning at home.

Staff engage well with children as they play. They stimulate children's imaginations and challenge their ideas and thinking through their positive interactions. Planning demonstrates that children of all ages enjoy activities that support their learning in all areas. Staff routinely evaluate the success of activities and areas used by the children helping staff to make positive changes to improve children's experiences. For example, staff frequently adapt the layout in the toddler rooms to keep children engaged. Older children benefit from being able to 'free-flow' between indoor and outdoor play areas most of the time, enabling them to play and learn in a way which is right for them. Younger children enjoy fewer outdoor play sessions, which limits their experiences at times.

Children develop strong communication skills. Staff working with the youngest children mimic and respond to babies babbles, encouraging children to engage in early communication. Toddlers are developing their listening skills as they join in with small group times. They enjoy the 'shaker box' activity, select cards from the box and identify favourite nursery rhymes which they all sing together. Older children share news about their experiences during circle time. They learn to use their 'listening ears' whilst others speak and confidently tell their friends about events they enjoyed over the weekend using increasing detail. Children are keen to explore. Staff provide a wide range of stimulating and interesting resources which capture children's interest and curiosity and promote children's active learning. For example, younger children experiment with the sand, stones and containers. They enjoy how they feel and become increasingly aware of number and capacity as they try to fit the different sized stones in the various containers. Older children learn about life cycles as they plant seeds and flowers. They talk about what their plants need to make them grow and link this to growth in animals and humans. Children enjoy imaginative play. A small group of pre-school children agree how they are going to make a rocket using the big box, tape and pens. They climb inside and talk about where they are going and what they are going to do when they get there. As well as planned creative activities, children have free access to paints, glue, collage materials and boxes, enabling them to use their own imaginations and develop new skills to create their own models and pictures. Children who learn English as an additional language are encouraged to communicate through using expressions and simple sign language and are becoming increasingly confident in using English language. However, staff do not always use strategies which actively encourage children to communicate using their home language. Books are freely accessible throughout the nursery. All children enjoy sharing a favourite story with a member of staff or 'reading' a book by themselves. Babies enjoy cuddling up

with a member of staff to look at the pictures. Staff use books for reference to support activities, such as when children are planting their seeds. This helps children to understand that books can be used to gain information.

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

Children form strong bonds with their key person and other members of the familiar staff team. The nursery offers good settling-in arrangements and support for children moving between different rooms within the nursery. This means children are able to separate from parents or carers confidently and establish close relationships with adults and children in the setting. Staff encourage children to become increasingly independent from a young age. Babies experiment with feeding themselves and staff support toddlers in learning to pour their own drinks at snack time. Children throughout the nursery are able to make many choices about what they play with and how they play. This gives children confidence in their own abilities. Activities and routines are adapted to suit the individual needs of each child. For example, staff bring forward lunch time for the babies when many of the children appear to be getting hungry.

Children develop strong relationships and are learning to work well with others. They learn about boundaries and expectations with regards to behaviour and start to form friendships. Older children call out to their friends when they arrive, excited to see them and to start playing together. Children are caring towards each other. Staff use pictorial flash cards to remind children to use 'kind hands' as they play, ensuring all children understand and respect this expectation to help them work well together. Younger children know the familiar routines, and are eager to help to tidy toys away before lunchtime. Children receive lots of praise and encouragement throughout the day, boosting their confidence and self-esteem. Staff display examples of their creative work and photographs of the children on the walls, giving them a strong sense of belonging. There are a good range of toys and resources that reflect diverse needs and the wider world, helping children to value and respect differences. Dual language books and maps of the world reflect the experiences of some of the children in the setting, helping them to feel valued and included.

Safety is a high priority within the setting. Risk assessments are completed and daily checks help to ensure that children can move about in safety. Good use of documentation helps to support children's safety and welfare. For example, regular monitoring of accident reports helps to identify any issues and enables staff to take action to reduce risks in future. Older children participate in supporting staff to carry out checks on the environment, helping them to become increasingly aware of hazards and how to prevent accidents. The environment is well maintained and good practices followed by all staff support children's health. Children enjoy nutritional snacks and freshly prepared meals during the day, with alternative options provided to suit children's individual dietary needs. Practices are frequently reviewed to make sure staff do as much as they can to support children's health. For example, staff provide a choice of milk or water for children to drink and no longer provide juice as they recognise this is better for children's long term health. Staff liaise closely with parent's to follow younger children's individual feeding patterns

and requirements, to ensure children's health needs are met.

Indoor and outdoor play areas are generally used well to support children's learning and benefit children's health. Children explore all areas confidently, accessing toys of their choice from the extensive range available. Sleep rooms provide a calm and relaxing environment where younger children can rest. Staff regularly check babies as they sleep to promote their safety. Easily accessible toilet and hand-wash facilities enable children to become increasingly independent, gaining an understanding of the importance of personal care routines. Staff follow effective nappy changing procedures to prevent the risk of germs being spread.

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

The manager provides strong leadership to the well qualified and motivated staff team. This helps to ensure that staff work well together to provide consistency and good support for all the children. Thorough induction procedures and ongoing supervision means that staff have a clear understanding of their roles and responsibilities and are all fully aware of the settings comprehensive policies and procedures. All those involved have a good understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are very positive and enthusiastic about making changes to improve the outcomes for children. They are keen to gain new skills and supported well by the management in accessing training to increase their knowledge and qualifications to benefit the children.

The nursery management team follow good procedures which help them reflect on the success of all aspects of the provision. They constantly review arrangements and implement new ideas to improve the provision for the children attending. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued. Regular monitoring of the educational programmes help staff to make sure that children receive the very best support for their individual learning needs. Staff value the support of other early years professionals in helping them to identify areas for further improvement.

Rigorous procedures are followed with regards to staff recruitment and vetting. All staff undergo full checks to confirm their suitability before they are able to work with the children. This helps to protect children from harm. There are comprehensive procedures in place to help the setting to safeguard children. All staff are familiar with the settings detailed safeguarding policy and have attended training to help them identify and escalate any concerns promptly.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Parents receive detailed information about the setting, including policies and procedures. They build strong links with their child's key person, enabling good information sharing to support children's developing needs. Staff value parent's communications which help them to provide consistency and link children's experiences at

home to those they enjoy at the nursery. Home link books used for the younger children provide parents with detailed information about children's care routines. Parents state they feel well informed about their child's development and progress and are fully aware of policies and aims of the nursery. Staff develop professional relationships with others supporting children's needs such as Portage and speech and language specialists. They are pro-active in linking with other settings. For example, staff visit other settings which children also attend to help them develop a greater understanding of children's individual needs and the support they receive elsewhere. This helps all those involved work together to meet children's needs. Good links with several local schools helps to make children's move from the nursery to the reception class an easier one.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY454944
Local authority	Dorset
Inspection number	889367
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	121
Number of children on roll	191
Name of provider	Chipmunks Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01305 760060

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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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