

Chipmunks Day Nursery

6 Herringston Road, DORCHESTER, Dorset, DT1 2BS

Inspection date

Previous inspection date

30/04/2013

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 inspired to explore and investigate their surroundings because the adults create a very stimulating environment. They have very good relationships with each other and with the adults who care for them.
- Children are happy and settled and enjoy attending this nursery, where they make good progress in their learning and development.
- Strong relationships are in place with parents. They are kept well informed about their child's achievements through regular discussions, informative notice boards, parents' evenings and newsletters.
- Children follow familiar daily routines, which helps them feel secure and develop a sense of belonging.

It is not yet outstanding because

- Occasionally during activities and discussions, staff do not fully extend children's communication and language skills, by talking to them and introducing new words.
- Opportunities for children to extend their understanding of letters, names and labels in the garden are not fully explored, to provide consistently interesting experiences.

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 inspector carried out observations in all rooms and the outside learning environment.
- The inspector looked at children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector spoke with staff and the manager.
- The inspector spoke with available parents.

Inspector

Marie Thompson

Full Report

Information about the setting

Chipmunks Day Nursery and Edgefield Out of School Club has been registered at the current location since 1997 and re-registered in 2012. It is one of two settings run by a private provider, and operates a former preparatory school site in Dorchester, Dorset. Children are cared for in six self-contained units, and have access to outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 290 children on roll. The nursery operates each weekday from 7.45am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. It supports children with learning difficulties and/or disabilities and also those who speak English as an additional language. The nursery employs 30 members of staff, all of whom hold, or are working towards, appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further opportunities for enhancing children's communication and language skills, by talking to them and introducing new words during the full range of play and activities

- enhance the outdoor environment in order to further support children's awareness of letters, names and labels.

Inspection judgements

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

All children quickly become very confident and secure within the setting because the staff work very well together. Consequently, this enables all staff to support children's development at their own pace. The effective key person system underpins staff's in-depth knowledge and understanding of individual children. Staff make perceptive observations and assessments of the children, supported by photographic evidence, to plan interesting activities that cover all areas of learning and take account of children's interests, starting points and abilities. These are used to identify the children's next steps in learning. This means that children have their learning needs well promoted, and consequently all make good progress in relation to their starting points.

Children are enthusiastic learners and are busy in their play as they go about their day.

Many play activities and experiences provided promote children's sensory awareness. For example, children enjoy feeling the varying textures of sand, shaving foam and water. They listen to the different sounds made as they play with musical instruments, and watch flowers they have planted grow. The treasure baskets help even the youngest children to explore natural materials. There is a good balance of child-initiated and adult-led activities. Computers and other toys, such as phones and remote control toys, are available for children, to help them to learn about information and communication technology. Children are developing a love of books and enjoy sitting on the comfy chairs to 'read stories to each other.

Overall, interaction with the children is effective. Staff encourage the development of children's communication and language skills, as they actively listen to and take a genuine interest in what children say and do. However, occasionally during activities and discussions, staff do not increase children's communication and language skills by talking to them and introducing new words. Children sing popular songs and nursery rhymes, which helps to promote their language development. Mark making materials are readily available and children learn to write for a purpose. Opportunities are also available for children to write and recognise their name. Informal learning opportunities are maximised and contribute towards children developing valuable skills for their future learning. For example, children develop a love of reading, identify colours, problem solve and count in sequence. Toys and books on the 'People of the World' tables in each room represent the diversity within today's society and help children learn about differences in culture and disability.

All children enjoy physical challenges and fresh air in the outdoor play areas. The natural garden allows children the opportunity to run in and out of the trees. They thoroughly enjoy searching for bugs and insects, using the magnifying glasses and binoculars. They use the small tree stumps to sit in a circle for story time in the garden. However, the garden offers few opportunities for children to develop their awareness of literacy, for example by extending their understanding of letters, names and labels outdoors. There are many additional resources to enhance outdoor play, learning and development, such as bikes, trikes, balls and slides.

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

Children are clearly happy, settled and have an enjoyable time at this nursery. Their immediate needs are well attended to. Staff are well informed about their needs, family events and routines. They are warm and affectionate with the children, greeting them with genuine interest and delight when they arrive at the nursery or when they meet children moving from one area to another. Children are cuddled and nurtured by sensitive staff, which enables them to progress in their learning and play.

Staff invite young children to come and have their nappy changed, talking with them and being gentle and encouraging. Throughout the nursery children are relaxed and at ease. They confidently explore their environment and express their wishes, which includes where and what they choose to play with. As a result, children feel safe, secure and have

a strong sense of ownership. Their sense of belonging is actively promoted through the effective displays of their artwork, examples of their emergent writing and photographs of them at play.

Children have a secure understanding of good hygiene practices, supported by topics, pictorial reminders and activities. They are provided with healthy, balanced snacks and meals appropriate to their individual dietary needs. Meals are prepared in the nursery and children enjoy their vegetable pasta bolognese. Snack time is a social occasion where children enjoy eating together and chatting to one another. Children's independence is fostered as they confidently serve themselves cereal and milk at the caf-style snack bar, and pour their own drinks. They are learning about the importance of being healthy as they talk about what makes a healthy diet. Children are developing a good understanding about how to keep themselves safe as staff remind them not to run indoors. During activities staff consistently use everyday tasks to develop and support children in their progress. For example, in preparation for snack, older children slice and prepare the food.

The consistent promotion of positive attitudes and behaviour from staff means that the children learn respect for others in a relaxed, calm and caring environment. The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. Adults provide good role models for children, who feel valued and gain confidence and self-esteem through praise and encouragement. This ensures children develop a positive and enthusiastic attitude to learning.

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

Children are fully safeguarded because arrangements for safeguarding children are robust. Staff have a good understanding of their roles and responsibilities for safeguarding children, including liaison with appropriate agencies supported by designated safeguarding officers. Robust procedures are in place for the recruitment and vetting of staff. The thorough risk assessments for the nursery and outings ensure all children are safe at all times. Children help to risk assess the playground with their clip boards, wearing hard hats and high visibility jackets before everyone goes out to play. Arrangements for the update of fire safety equipment have been implemented and the detection systems are checked on a regular basis. The staff practise the evacuation procedures with the children frequently. Staff are vigilant and keep good records, including a visitor record. This effectively supports the welfare of children and enables them all to feel settled and secure at the nursery.

A comprehensive range of policies and procedures are in place; these are regularly reviewed, carefully managed, and understood by all staff. The nursery is keen to continuously improve and evaluates the provision regularly. This includes the views of staff and all service users. The nursery manager provides strong leadership to the staff team. Staff are well motivated, enthusiastic and work together closely to provide a welcoming environment where children's welfare, learning and development needs are

effectively met. All staff undertake professional development training courses, which enhances individual skills, the setting, and consequently the outcomes for children.

The environment is child friendly and welcoming. The good quality, age-appropriate toys and resources are well deployed. The layout of the rooms and outside play areas enables children to have constant access to inside and outdoors, where they are effectively supported to learn through their play. Children have a wide range of resources to choose from throughout the nursery, such as construction kits, role-play toys, cars, art and craft equipment and water play.

Partnerships with parents, other providers, professionals and agencies connected to the children are very good. The management has procedures in place for the sharing of information with other settings the children attend. This supports continuity and consistency in children's experiences and learning. Staff take time to get to know children and their families through home visits prior to starting nursery. This is significant in making sure the individual, and additional support needs of all children are met. It effectively supports inclusion of all children. Parents and carers are welcomed warmly into the nursery at the beginning and end of each session. Staff take time each day to discuss the children's needs and achievements with the parents. Informative notice boards, a parents' reception area, newsletters and parents' forum keep parents informed of events at the setting and invite their involvement. Parents that were spoken to, as part of the inspection, spoke positively about the staff and the nursery.

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	EY454946
Local authority	Dorset
Inspection number	891027
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	153
Number of children on roll	290
Name of provider	Chipmunks Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01305 260002

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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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