

Chapel Gate Day Nursery

Chapel Gate, Parley, CHRISTCHURCH, Dorset, BH23 6BL

Inspection date	03/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 thoroughly enjoy their time at the nursery. Staff are sensitive to children's individual needs and learning styles, therefore, children are happy and confident.
- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure they all progress very well. A very good partnership between the nursery and parents ensures key information is shared between them.
- Children feel safe, secure and happy in the nursery and arrangements for safeguarding the children promote their welfare effectively.
- Children are provided with interesting and stimulating resources and activities. Children help staff to plan future activities to build on their interests and therefore keep them engaged.

It is not yet outstanding because

- Staff do not fully encourage parents to regularly share their child's learning and achievements from home, which slightly reduces consistency of learning for children.
- Partnership working with other providers has not yet been fully established, which means children do not fully benefit from important information sharing.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and outside learning environment, and on the woodland walk.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke the manager, staff and student at appropriate times during the inspection.

Inspector

Marie Thompson

Full Report

Information about the setting

Chapel Gate Day Nursery registered in 2012. It is a privately owned nursery in East Parley near Christchurch, Dorset. The nursery operates from the first floor of the Bournemouth Sports Club providing children with a play room, smaller activity room, toilets and an outdoor play area on the first floor balcony. The nursery is set within 65 acres of private grounds that the children have access to each day. The nursery is registered on the Early Years Register. It operates Monday to Friday from 8am to 6pm for 51 weeks a year. There are 15 children currently on roll in the early years age range. The nursery is in receipt of funding for early education for children aged two, three and four years. The owner works within the group as the manager, and holds an early years qualification. She employs two staff, both of whom hold 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 systems to encourage parents to regularly share their child's learning and achievements from home.

- strengthen partnership working with other providers to obtain a fuller picture of children's next steps in learning to support the planning of activities.

Inspection judgements

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

Children settle quickly because they are warmly greeted by staff, who are kind and friendly, when they arrive at the setting. As a result, children separate from their carers with confidence and settle quickly. This demonstrates their sense of belonging within the setting. Children play in a stimulating environment. Staff work hard to make the learning environment appealing to children. Consequently, the indoor environment has well defined and well-equipped play areas, which help children to focus and encourage them to initiate play of their own accord. Children access an extensive range of good quality resources from coloured boxes, which offer children exciting learning experiences. Staff makes good use of print in the setting at child height, so children learn that print carries meaning. Good quality planning and organisation, ensures that every child enjoys their time in the setting and is suitably challenged by the learning experiences provided. Children are confident, happy and well settled. They make choices throughout the sessions, as they independently select the resources and activities they prefer. They make

good use of the available space, actively taking part in role-play adventures and adapting well to the free-flow access, which includes outdoor activities. Children thoroughly enjoy expressing their creative abilities through acting out well known stories in the role play home corner or taking part in action songs. This promotes their language and imaginative development. They build positive relationships with staff and their peers.

Exciting and interesting experiences are provided daily across all the areas of learning, which enrich children's overall development. As a result children are keen and motivated to learn. Informal learning opportunities are maximised and contribute towards children's learning and development. For example, children develop a love of reading, identify colours, problem solve and count in sequence. Children have many opportunities to develop their creative skills. They paint, draw and experiment with colour, texture and a range of materials. They enjoy messy play with resources such as shaving foam and mixing cornflour with water to make 'gloop'. They explore the changing properties of adding water to dry pasta to make it soft. Children enjoy a wealth of learning opportunities which are fun and help to develop many skills for the future. They have ongoing opportunities for mark making, helping them to develop their early writing skills.

Staff are particularly skilled in talking to children, listening to their ideas, asking questions and responding well to them. This helps children become confident communicators and learn new vocabulary. They skilfully challenge the children by asking them questions and encourage problem solving; for example, the children count the number of pots they can fill with rice and corn. Children enjoy cooking and have made gingerbread men and use Derek the duck to make pop corn. This also helps children make connections in their learning. There is a very 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 cushions in the book corners and listening to stories read with clarity and animation by staff. They self-select activities and extend their learning interests, which helps them to become independent learners.

Staff make perceptive observations and assessments of the children to plan interesting activities that cover all areas of learning and take account of children's interests, starting points and abilities. This provides ample scope for children to have fun and support the good progress they make. Staff incorporate equality and diversity into all elements of practice. They extend children's interests at the source, helping to make sure that every child is able to reach their full potential. They promote children's understanding of the differences between people in society well. They have first hand experiences of diversity when they play alongside peers whose abilities differ from their own. This teaches children to understand and respect individuality.

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

Staff consistently promote positive attitudes and behaviour, which means that the children learn respect for others in a relaxed, calm and caring environment. As a result of the consistent support and positive promotion of learning through play and enjoyment,

children contribute well to their own learning and personal development. 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 effective key person system underpins staff's in depth knowledge and understanding of individual children in order to meet their needs. Children are learning about good hygiene practices and healthy lifestyles. Staff encourage the children in good hygiene routines, for example, as they discuss why it is important to wash their hands before eating and after using the toilet. Depending on parental preference children either have a cooked meal provided by the nursery or bring a packed lunch. Either way, lunch time is a social occasion and another learning forum through the conversation over their meal. Drinking water is always readily available. Children understand about keeping safe. For example, they know to hold on when going up and down the stairs and not to run ahead when going to the woods.

Staff create a bright and vibrant child-orientated environment where children can play and relax according to their needs. Staff are very well deployed and resources are set out well. Every wall has extensive displays of children's artwork, and informative posters. Staff show good creativity in their use of resources indoors and outside. This provides a stimulating environment that promotes children's exploration and curiosity very well. Children enjoy a daily walk to the woods providing them with fresh air and exercise. Staff use the natural environment as a learning resource and children delight in rolling down the hills, balancing on fallen trees and swinging on the tire swings. Indoors, children develop a range of physical skills using the climbing frame, trampoline and tunnels. The free flow onto the balcony provides opportunities for children to get fresh air each day and ride the bikes or run around. Collectively, these positive early experiences give children a good start in life and help them to achieve future personal success. Consequently, children are fully supported in their transition to school.

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

Safeguarding children is given high priority by all the staff team. They have a very good understanding of the procedures to follow and are able to implement the policy and procedures effectively if they have a concern about a child in their care. Risk assessments are carried out to minimise accidents and the rigorous recruitment policy ensures that adults working with children are suitable to do so. Visitors to the group are recorded so that staff can monitor who has access to the children. Staff implement a secure system for the safe arrival and departure of children to ensure children are only released to an authorised person, further promoting their safety. Security is very well managed to ensure children cannot leave the premises unsupervised. Staff also keep children safe on outings due to the risk assessments undertaken.

The staff work as a very effective team under strong, determined and dedicated leadership. Communication between the manager and her staff is very good. Regular staff appraisals encourage them to communicate their aspirations and ideas for the future and to identify individual training and development needs. Team working is clearly evident. The manager values and consults with staff and has successfully established a very professional and effective partnership of dedicated early years practitioners. All are involved in evaluating the setting's effectiveness. This includes monitoring the quality of children's learning experiences, and helps to make sure that all children make the best possible progress.

The staff team work closely with parents, valuing the vital role they play in their child's progress and development. Staff engage in good partnership working with parents to ensure that key information is shared between them. They keep parents informed about daily routines and the activities their children have taken part in. However, staff do not fully encourage parents to regularly share their child's learning and achievements from home. Parents receive regular newsletters and have access to a parent's notice board, which enables them to be kept informed about events, activities, and local agencies and information. Parents are highly positive about the care their children receive, how well they settle and the fun activities that they talk about. Parents are appreciative of the warm bonds children have with the staff. Staff has made some connections with other providers offering the Early Years Foundation Stage framework; however, this is not yet fully established to secure consistency of learning children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY454695
Local authority	Dorset
Inspection number	900792
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	15
Name of provider	Davercorp Limited
Date of previous inspection	not applicable
Telephone number	01202959300

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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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