

Chapel House Day Nursery

48 Chapel Road, LONDON, SE27 0UR

Inspection date

19/06/2014

Previous inspection date

05/07/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 feel safe and secure within the setting because of the well-organised key person system, which promotes the well-being of all children.
- Staff have a secure knowledge and understanding of how to promote the development of young children. Therefore, children make good progress in their learning and development.
- The nursery is led and managed well by the senior staff team, who are reflective practitioners and aspire to do their best for all children.
- Through excellent self-evaluation procedures, which take into account the views of children, staff and parents, the nursery is constantly improving their practice.
- Visits to the local area and museums provide stimulating and exciting opportunities for children to learn about the world around them.

It is not yet outstanding because

- The outside play area does not provide younger children with plenty of opportunities to run freely and older children have less challenging equipment for climbing and jumping.
- Information provided to parents to help them support their children's learning at home is limited.

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 spoke to members of the management team, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff's interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents and read other written parental comments to obtain their views.

Inspector

Karen Callaghan

Full report

Information about 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 and there are currently 85 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 25 staff working with the children, all of whom have a relevant qualification. 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.

What the setting needs to do to improve further

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

- improve the outside area to ensure young children have regular opportunities to run freely and older children have challenge to their physical skills through climbing and jumping
- provide parents and carers with more information on how their child learns in order to encourage them to continue this at home.

Inspection judgements

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

Staff have a very good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge effectively to plan and support children's progress throughout the day. Staff are enthusiastic and engage well with the children, which influences children's motivation to play and learn. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. For instance, the pre-school children observe caterpillars and butterflies, making diaries of the life cycle. They draw pictures carefully and use their emergent writing skills. Staff support the children and ask lots of questions to encourage them to talk and enhance their language skills with new vocabulary. Through careful assessment and planning, staff ensure that activities provide suitable challenge for all children. This significantly contributes to the good progress they are making in relation to their starting points. Activities are planned to build on children's interests and individual needs. For example, two- year-olds love playing with water and staff extend the activity by giving cups of several sizes for them to fill up and pour. The children are absorbed as

they learn to compare sizes. Toddlers have fun squeezing paint from bottles, and make footprints and paint circles while staff give them lots of praise and encouragement. Babies are given close personal attention and care which results in them settling in well and feeling safe and comfortable in their new nursery.

Children are given plenty of opportunities to develop their drawing and pre-writing skills using a range of materials and resources. This ranges from hand painting when they are toddlers through to four-year-olds learning to develop early writing skills by learning letters and the sounds they make through playing group games. Children have planned opportunities to choose between indoor and outdoor play. Children develop good physical skills as they confidently ride their bikes and tricycles, as well as climb and slide. However, the opportunities for older children to extend their climbing and jumping skills are limited at the present. In addition, younger children have limited space to run around freely to develop their special awareness fully. Staff support children well and ensure they enjoy their activities, joining in with their play and conversations, and sharing their interests. Consequently, children are learning to make independent decisions, they become absorbed in their activities and begin to develop good concentration skills. Babies are contented and well supported by dedicated staff who cuddle and sing to them and they soon settle down to sleep in their cots. Children in other rooms also have the opportunity to nap after lunch with their own blankets. Children enjoy story times, joining in enthusiastically with the repetitive phrases. From the beginning of their time at nursery, all children learn songs and rhymes which help them to learn to count and extend their vocabulary. Children who are making less than expected progress in their language acquisition are supported well by their key workers. They follow detailed plans to extend children's communication skills, often using picture cues to help them. This helps all children make progress from their starting points and abilities.

Parents are actively encouraged to be involved in their children's learning and are for instance, invited in to read books in their own languages and teach children greetings, songs and about favourite food. This extends their experiences and teaches children about other cultures. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning. Parents are invited to parent evenings where they can see their children's progress records and share information with the children's key persons. The majority of parents comment on the excellent care their children receive and the good progress their children make. Parents feel that the staff are friendly and approachable and give them good advice and support. Through questionnaires, parents indicate they would like the nursery to give them further information on how they can help encourage their child's learning at home.

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

Children's personal, social and emotional well-being is paramount especially as new children settle in. Friendly and caring staff provide a warm, welcoming and attractive environment. Effective arrangements for settling in new children mean that they make the move between home and the nursery with the minimum of upset. Children are secure and are confident to explore and try out new things. An effective key-person system is in place

and this helps children to form secure attachments with the staff who care for them. The key persons carefully plan for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Staff give parents daily diaries and display plans in each room to inform parents of the activities their child has engaged in, as well as details of their care. Staff work well together and reflect on what else they can do to extend and improve children's learning. Their enthusiasm ensures children have every opportunity to learn new skills confidently and benefit from an effective and exciting curriculum.

Staff maintain high standards of hygiene throughout the nursery. Effective procedures are in place to prevent the spread of infection, for example surfaces are thoroughly cleaned before snacks and meals are served. Children learn to manage their personal care well with good support from staff. For example, they learn how to wash and dry their hands thoroughly. Their independence is encouraged when they help to count out knives and forks at lunchtime and make choices as they help themselves to nutritious food. Children sit around the tables sociably, talk to the staff and are encouraged to listen to one another. Staff are attentive and use effective strategies to support children's behaviour, consequently children behave well.

Children develop a good understanding of personal safety. For example, staff teach them to hold scissors correctly. They are taught to be polite and be aware of the needs of others. Children have frequent opportunities throughout the day to experience fresh air and to be active. This supports their physical health and development. Staff equip the children well, teaching them useful skills to support them in their next stage of learning. Moves between the various rooms within the nursery is organised well with the children's needs, confidence and development being taken into consideration before they start in a new room. Staff have made links with local schools to enable continuity of care and to pass on records of progress.

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

This nursery is well led and managed by professional staff, some of whom are long established and know the families well. This results in stable and knowledgeable staff who provide continuity in care and learning for children. The new manager has excellent support from the proprietors and has started to implement suggestions to improve practice. The safeguarding and welfare requirements of young children are paramount. The designated persons with responsibility for safeguarding clearly understand their roles. They know the procedures to follow in the event of a concern about a child or if an allegation is made against a staff member. All staff attend safeguarding training and are well informed about the procedures to follow if they have a concern about a child or the behaviour of a colleague. Records, documentation, policies and procedures are comprehensive and have been tailored to fit this nursery. They reflect current guidelines and practice. The nursery keeps thorough records of accidents, complaints and attendance to further protect children and promote their welfare. This inspection was carried out after Ofsted was notified of an accident as required. After thorough investigation the nursery

was found to be safe and following correct procedures. The nursery dealt with accident promptly and correctly and investigated it to try and make sure it does not happen again. Effective systems are in place to ensure that all staff working with children are suitable to do so. Robust risk assessments are in place for both inside and outside the premises and checks on safety are carried out daily to ensure hazards are kept to a minimum. Children are closely supervised by staff when using the large outdoor areas.

Access to the provision is secure by the use of a robust entry system. The organisation of indoor and outdoor space has been improved and good adult to child ratios are observed at all times. Staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident. Managers and staff are very motivated, enthusiastic, and committed to the continuous development of the early years practice. Self-evaluation of the nursery is comprehensive, and takes into account the views of staff, parents and children and has set priorities for improvement. For example, parents wanted more information about the daily routines of their children and now receive them in the form of a diary. Regular staff meetings effectively support staff well in their daily work with the children and ensure policies and procedures are embedded.

There are good systems in place for monitoring and evaluating practice through staff supervision and appraisals. This helps to ensure that all staff understand their roles and responsibilities. They attend a range of training courses provided by the owner who has a degree in early years. Each room leader organises a staff team who adapt plans and aim to improve their provision to the benefit of all children in their care. They successfully identify strengths and areas for development and have clear targets to bring about improvement. The manager monitors the overall educational practice well and this enables staff to seek additional support for children where they are making less than expected progress.

Staff have good links with other professionals, for instance speech therapists and the health service. This ensures that every child receives support for them to make good progress from their starting points. Visits out to the local shops and library, as well as trips for the pre-school children to the Natural History Museum, provide excellent enhancements to children's understanding of the world. Parents speak highly of the nursery and would recommend it to others.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY441905
Local authority	Lambeth
Inspection number	965885
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	111
Number of children on roll	85
Name of provider	All About Children Ltd
Date of previous inspection	05/07/2012
Telephone number	0208 7660 246

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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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