

# Chipmunks Day Nursery



The Old Primary School, Rance Pitch, Upton St. Leonards, Gloucester GL4 8AE

<b>Inspection date</b>	13 August 2019
Previous inspection date	29 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is enthusiastic and highly motivated to provide good-quality childcare. She motivates the staff well. Staff all have a strong commitment to continually improving the service they provide. The manager evaluates the quality of the setting and develops well-targeted action plans to help improve the outcomes for children.
- Staff provide a warm, welcoming and friendly environment. Children demonstrate they feel safe and secure in their surroundings. Babies and children build close attachments with their key person through well-planned settling-in procedures. This helps to support children's growing confidence, self-esteem and well-being successfully.
- Staff complete in-depth observations and assessments based around children's interests and individual needs. This helps staff to successfully build on what children already know and can do. Children make good progress in their learning relative to their starting points.
- There are excellent partnerships with parents, carers and other early years settings children attend. Staff share detailed information regularly with parents, who have regular opportunities to discuss their child's progress. Staff support parents well to support their child's learning further, for example, using treasure bags and book bags at home.
- At times, staff who work with children who are two to three years old, do not have a consistent approach when building their independence during daily activities. For instance, some staff encourage children to serve themselves and pour their own drinks, while other staff do it for them.
- At times, staff miss opportunities to include quieter children in activities, as they are concentrating on children they are interacting with.

## What the setting needs to do to improve further

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

- use a consistent approach to help build on children's independence skills even further
- help staff to recognise and include all children so they can take a full and active part and join in with activities more consistently.

### Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environment.
- The inspector had a meeting with the manager and completed a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection and from information gathered by the manager.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

**Inspector**  
Hilary Tierney

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager has robust procedures for the recruitment, induction and coaching of staff. She has clear procedures to ensure the ongoing suitability of the staff. The manager regularly monitors and discusses staff practice, which helps her to support them in their professional development effectively. The owner and staff are clear in their understanding of their roles to safeguard children. They are clear about the signs, indicators and procedures to follow if they have any concerns about a child's welfare. Their safeguarding knowledge is current and regularly reviewed through training and staff meetings. For example, recent training on using sign language has helped staff to communicate better with young children. Parents and carers speak highly about the care provided by the staff and the support they offer. They comment about how well their children are progressing and how happy they are.

### Quality of teaching, learning and assessment is good

Staff use their knowledge of the children's interests and individual needs and information from observations to support children's learning even further. Staff use sign language to help children who need more support to develop their communication skills, to communicate better. They model language well and support older children to confidently make suggestions and ideas. Staff offer children choices as they play. Staff support babies well in their exploration skills, such as having easy access to resources. Babies explore and enjoy making different sounds as they bang tins together. Older children take great delight in finding hidden letters and numbers in the dried oats. Children enjoy exploring the world around them as they play outside.

### Personal development, behaviour and welfare are good

Children make friends quickly and interact with each other well. They are well behaved and have a good understanding of the rules of the setting. For example, they remember not to run when inside. Staff are good role models, who support children to be kind, caring and polite to each other as they play. For example, older children often say 'please' and 'thank you' to each other as they share toys. Children learn about healthy lifestyles. They enjoy healthy snacks and meals and understand the importance of handwashing before they eat. Staff support babies to develop their physical skills successfully as they enable them to crawl and practise walking around the room. All children enjoy access to fresh air and exercise, such as when they take part in an obstacle course around the climbing and balancing equipment. Older children enjoy planting and growing vegetables for their meals.

### Outcomes for children are good

Children develop the skills they require to help prepare them for their next stage in learning and their eventual move to school. They develop good social skills and learn about sharing and taking turns. Older children develop good mathematical understanding and literacy skills as they count confidently and recognise letters and sounds.

## Setting details

<b>Unique reference number</b>	101575
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10119165
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Emberson, Claire Elizabeth
<b>Registered person unique reference number</b>	RP513045
<b>Date of previous inspection</b>	29 August 2013
<b>Telephone number</b>	01452 613828

Chipmunks Day Nursery registered in 1997. The nursery operates from the old village primary school in the village of Upton St Leonards, on the outskirts of Gloucester. The nursery receives funding for free early education for children aged two, three and four years. The nursery is open each weekday from 8am until 5.45pm all year round, except for Bank Holidays and one week at Christmas and New Year. There is a team of 16 staff, including a cook and office manager. There are 12 staff who hold relevant childcare qualifications, ranging from level 2 to level 5. The owner has qualified teacher status.

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