

Inspection of Chipmunks Nursery Osc Ltd

Lakeside Centre, Stirchley, Telford, Shropshire TF3 1ET

Inspection date: 25 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They are safe, happy and form close bonds with staff. Babies are very settled and explore eagerly. They confidently express their needs and wishes. Older children have high levels of self-confidence and independence, and benefit from opportunities to complete everyday tasks for themselves. Children know how the day will be organised and what will happen next. This supports their emotional security well. Staff follow good hygiene procedures to support children's health. Children enjoy the nutritious meals and snacks.

Children make good progress and are well prepared for their future learning, their eventual move to school and transitions between rooms. They have positive attitudes to learning and are well motivated to make new discoveries. Children achieve well in their literacy and mathematics. Pre-school children eagerly make marks and explore the sounds in words. Two-year-old children compare the size of objects, such as how adults have larger hands than children and how some clothes are too big or too small for the dolls. Babies relish the opportunity to use their hands and feet to explore different textures, such as dried rice, water and foam. Pre-school children explore their interest in making aeroplanes and learn new skills, such as folding paper. They happily help their friends and give instructions about how to make them.

What does the early years setting do well and what does it need to do better?

- The manager effectively oversees the quality of children's education and the service provided. She accurately recognises strengths and areas for development, and identifies how to make further improvements. The manager has a clear vision for the future of the nursery and works closely with staff to identify how this can be achieved. For example, they have plans to extend the outdoor provision for children. The provider invests well in her staff and ensures that they all receive the support, guidance and coaching they need. She provides them with the time needed to fulfil their responsibilities. Recent training helped staff to identify how to enhance their interactions with children to further support their communication and language development.
- Overall, the manager and staff plan well for children's learning and development. They have a detailed understanding of each child and use their observations and assessment information to successfully accommodate children's individual needs and interests. For example, they adjust activities to ensure that all children can participate and benefit. However, they do not give the fullest consideration to how they organise all areas of the environment to provide the highest level of learning experiences. Staff working with pre-school children do not organise some aspects of the daily routine as well as possible in order to maximise

opportunities for children's learning.

- The manager and staff develop strong partnerships with parents to help provide continuity in children's care and support their continued learning at home. They work closely with professionals who are also involved in children's care to plan and implement targeted interventions for children with special educational needs and/or disabilities. The manager ensures that all children receive the support they need. She makes good use of additional funding and allocates it well to have a positive impact on children.
- Staff successfully help children to manage their behaviour. Pre-school children have good social skills and build friendships. They think about the needs of others. For example, they offer drinks and collect equipment for their friends to use. Staff effectively help two-year-old children learn to share, take turns and tolerate delay. They gain an awareness of how their behaviour affects others.
- Staff support children's communication and language development skilfully. They recognise how to adapt their use of language to meet the needs of children at different stages of development. Babies listen to a variety of sounds, such as those made by animals and musical instruments. Staff help them to extend their vocabulary. Two-year-old children use their imaginations to develop storylines in their play. They give instructions to staff, such as 'Eat it', when they have made cakes out of sand. Staff working with pre-school children ask a variety of questions to help challenge their thinking and understanding, and to encourage them to explain their ideas. Children confidently join in conversations and listen to stories and what others say. They ask questions and articulate their ideas clearly. Staff encourage children to use the different languages they speak at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The manager follows robust recruitment procedures to ensure the suitability of staff. Staff know what to do should they have concerns about the conduct of a colleague. Staff are vigilant about children's safety and supervise them well as they play. They make careful risk assessments to eliminate and minimise any hazards to children. Staff follow effective procedures to accurately log details relating to children's accidents.

What does the setting need to do to improve?

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

- enhance even further the planning for the learning environments to provide children with the highest level of challenge across all areas of learning

- refine the routines in the pre-school room to maximise opportunities for children to play, explore and make new discoveries.

Setting details

Unique reference number	EY547292
Local authority	Telford & Wrekin
Inspection number	10103649
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	63
Number of children on roll	91
Name of registered person	Chipmunks Nursery OSC Limited
Registered person unique reference number	RP905547
Telephone number	01952567101
Date of previous inspection	Not applicable

Information about this early years setting

Chipmunks Nursery Osc Ltd registered in 2017. The nursery employs 11 members of childcare staff. Of these, five hold qualifications at levels 3 to 5, and six are qualified at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- A meeting was held between the inspector and the manager.

We carried out this inspection 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.

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