

# Inspection of Chapelford Village Nursery And Link Club Ltd

Santa Rosa Boulevard, Great Sankey, Warrington WA5 3AL

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Inspection date: 3 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery happy and smiling, and they settle very quickly. They are eager to play with a rich variety of exciting resources that keep them highly motivated and interested in learning. Caring staff make sure children feel very secure and safe as they learn. Children enjoy exploring the free-flow outdoor space with their friends throughout the day. Children have impeccable manners and know the routines exceptionally well. The children are respectful and kind to each other and younger children play with older children extremely well. They listen attentively to instructions and display perseverance and self-control as they learn to put on their own coats for outdoor play.

Children enjoy spending time in the quiet room, sharing stories with each other, and they work together to make exciting dens. Staff support children's communication and language skills, modelling sounds and words for young children to copy. The staff know the children well and they understand what they need to learn next. However, the curriculum is not yet well planned enough to support children to achieve their next learning steps quickly. The children have wonderfully curious minds about the world around them, especially when finding out about nature and the environment. The staff are held in very high regard by parents, who are keen to recommend the nursery to others.

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

- Wonderful outdoor learning spaces and plentiful resources allow children to play and explore with curious minds. For example, children use the available natural materials to build bridges and platforms to practise balance skills.
- Children are exceptionally confident and highly motivated learners. They are able to self-select resources and eagerly share these with each other. The youngest children go to the cupboard for paper and pens and practise their emerging writing skills by making marks on the paper. Children take pride in their achievements, sharing their pictures with staff and each other. Staff support all children to succeed.
- Children know and understand what is expected of them. Children learn about friendships, responsibility and including others. Children constantly display affection to each other, showing they are developing high levels of emotional intelligence.
- Staff provide opportunities to extend the children's vocabulary. Children begin to develop an understanding of more complex words, such as 'cocoon'. During an activity, children were able to discuss the meaning of the word cocoon. One child said, 'The caterpillar needs the cocoon to grow to be a butterfly'. Staff support children to experience moments of awe and wonder. The children cheered and clapped as they released the fully grown butterflies into the trees

outside.

- The special educational needs coordinator works closely with the staff team, health professionals and parents to meet children's individual needs. Additional funding is well spent to provide children with resources needed for them to achieve the best possible outcomes.
- Partnerships with parents are strong. Parents report that their children are ready for school and confident. They appreciate the many ways in which staff keep them informed and involved in the life of the nursery. Parents spoke about how the staff had kept them included in their child's learning needs during the COVID-19 (coronavirus) pandemic. One parent described the nursery as a 'home from home' where staff understood their child's fears of returning to nursery after a national lockdown.
- Children have been supported by staff to develop a love of reading and sharing stories. Children are always eager to use props and puppets to enhance the stories. Children speak with confidence and fluency when discussing what food they liked while reading 'The Hungry Caterpillar'. However, too few opportunities are introduced for children to talk about and understand the diversity of families and communities.
- The newly appointed manager is eager to further develop their own professional practice to support the growing aspirations for the nursery. The manager leads a team of staff in a new shared vision and the staff state that they feel very well supported by their manager. However, staff are not fully supported to plan the curriculum intent to guide what children need to learn next. Staff's professional development is discussed at supervision sessions and new, exciting learning opportunities are identified.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility in keeping children safe from harm. Staff know what to do if they are concerned about a child in their care, including aspects such as radicalisation. Staff undertake safeguarding training, and child protection is discussed in team meetings. The manager and staff review the risks of harm in the environment. Staff have up-to-date first-aid qualifications and all training is discussed in supervision meetings. The vetting, recruitment and induction of staff are of utmost importance and such systems are regularly reviewed.

## What does the setting need to do to improve?

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

- improve upon staff's professional development and practice so that they fully understand and are able to plan the curriculum intent so that the learning is

sequenced for all children

- extend opportunities for raising children's awareness of similarities and differences with regard to different families and cultures.

## Setting details

<b>Unique reference number</b>	EY556833
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10175090
<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 at time of inspection</b>	2 to 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Chapelford Village Nursery & Link Club Limited
<b>Registered person unique reference number</b>	RP556832
<b>Telephone number</b>	01925 713220
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chapelford Village Nursery and Link Club Ltd registered in 2018 following a provider change to limited company status. The nursery and out-of-school club employ seven members of childcare staff. Of these, six staff hold appropriate qualifications at level 3 or above. One staff member holds early years teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is open during school holidays from 8am until 6pm.

## Information about this inspection

**Inspector**  
Lysa Randle

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk of the nursery took place with the manager. The manager described the curriculum that is on offer to the children.
- Observations took place of staff's interactions with the children and the quality of education was evaluated.
- Children spoke with the inspector throughout the inspection about what they like to do.
- Relevant documentation and evidence of the suitability of adults working with children were scrutinised.
- Several parents were spoken to and written feedback from parents was also taken into consideration.
- A joint observation of staff's practice was completed with the manager.
- A meeting was held with the manager.
- The inspector spoke with all staff present throughout the inspection.

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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