

Inspection of Chipmunks Day Nursery

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

Inspection date: 13 December 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe at the nursery. They form warm and caring relationships with the kind and friendly staff. Babies enjoy sensory play experiences. They lean and reach forward to touch and brush sequin boards to make marks. Babies develop hand-to-eye coordination as they grasp different-sized balls and roll them across the floor, before crawling after them. Children develop dexterity and strength in their hands as they knead dough with their fingers. They squeeze the dough and flatten it between their hands. Children use textured rolling pins to create different patterns. They reflect on past learning experiences, such as taking part in the 'dough disco'. Children excitedly demonstrate how they stretch, squeeze and pat the dough. This supports their small-muscle skills in preparation for early writing.

Following the COVID-19 pandemic national lockdowns, the nursery has placed a strong emphasis on supporting children's personal, social and emotional development. Leaders and staff recognise that periods of lockdown have resulted in children requiring some extra support. Staff have focused on developing children's social interactions during play. For example, children learn to share and take turns. They are becoming more aware of their feelings and are beginning to understand how to regulate their behaviour. Children behave well.

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

- Staff value each child as a unique individual and demonstrate a good knowledge of their personality, likes and dislikes. This helps staff to plan activities that motivate children to learn. Children enjoy the company of staff. They invite them to join their play as they fill backpacks and pretend to go to the shops.
- The manager has clear intentions for the nursery's curriculum and has worked with staff to decide collaboratively on their approach to this. Managers emphasise the importance of child-initiated learning. They explain how their aim is to support children's progress through building on what they already know and can do. However, this is not consistently implemented by all staff. For example, at times, staff plan adult-led activities which are overly directive and not in line with the nursery's intentions for the curriculum.
- Staff support children's mathematical knowledge. For instance, they teach children to recognise shapes and place objects in order of size. Children make links between their knowledge and the pictures in front of them as they correctly identify that a Christmas tree looks like a 'triangle'. Staff enhance children's understanding of size and introduce vocabulary such as 'thick' and 'thin'.
- Children benefit from opportunities for outdoor learning, fresh air and exercise. They learn where food comes from as staff support them to grow their own vegetables. For example, children grow and harvest potatoes and take them to

the kitchen for the chef to prepare for lunch. Staff report the positive impact this has had on children's eating habits.

- Partnerships with parents are good. Staff get to know children and their families and communicate with them in a range of ways, for example through daily conversations and online learning records. Staff find out about children's interests at home and share ideas on how parents can support their children's learning. Parents comment on the 'helpful and supportive staff' and value guidance on areas of development, such as potty training.
- Staff support children with special educational needs and/or disabilities effectively. They liaise with external professionals, such as occupational health therapists, to share ideas and strategies to help children make good progress. For example, staff introduce sign language alongside words and use flash cards as visual aids to support children's communication and understanding.
- Staff supervise children well throughout the day to ensure their safety. However, on some occasions, the deployment of staff does not fully support children's learning. For example, after mealtimes, staff need to clean up, which results in lapses in purposeful interaction and engagement with children.
- Leaders and managers thoughtfully consider staff well-being. They complete regular supervisions and give staff designated time to access professional development opportunities to enhance their skills. Staff confirm that they feel supported and valued.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of safeguarding and child protection. Managers lead monthly staff meetings where a wide range of safeguarding issues and potential scenarios are discussed to strengthen staff knowledge further. Staff are clear about their role and responsibilities to keep children safe. They know the signs that may indicate a child is at risk of harm and know who to contact to seek advice and follow up potential concerns. The manager is clear about the procedures to be followed in the event of an allegation being made against a member of staff. Robust recruitment procedures ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide further opportunities for staff to develop their understanding of the curriculum to ensure that intentions for children's learning are clear and consistent throughout the nursery
- review the deployment of staff to ensure that their interactions and engagement with children are purposeful and fully support children's learning.

Setting details

Unique reference number	101575
Local authority	Gloucestershire
Inspection number	10216501
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	84
Name of registered person	Emberson, Claire Elizabeth
Registered person unique reference number	RP513045
Telephone number	01452 613828
Date of previous inspection	13 August 2019

Information about this early years setting

Chipmunks Day Nursery registered in 1997 and is located in the village of Upton St Leonards, on the outskirts of Gloucester. The nursery is open from 8am to 5.45pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery employs 21 staff. Of these, 16 hold appropriate early years qualifications, ranging from level 2 to level 5. The nursery is registered to accept funding for the provision of free early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector
Holly Smith

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 her evaluation of the provider.
- The manager and the inspector carried out a learning walk and discussed the curriculum intentions and activities for children's development.
- The inspector observed the quality of education during activities to assess the impact on children's learning.
- The inspector carried out a joint observation of a small-group activity with a member of the management team.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documents and checked evidence of the suitability of staff working with the children.

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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