

Inspection of Chapel Hill Day Nursery

Newport, Berkeley, Gloucestershire GL13 9PY

Inspection date: 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

When children arrive, they settle quickly and happily. Practitioners welcome babies with a 'hello' song, helping them gently start the day and be ready for play. Older children prepare for a session in the paddock; they put on sun cream and hats, ready to explore the outdoors. Children develop their large-gross and fine-motor skills. They utilize the natural surrounding, including sand areas and the gravel kitchen, using real-sized kitchen tools with great skill. Support for children with special educational needs and/or disabilities (SEND) is a strength, enabling them to be involved in all learning activities. There is a strong focus on communication and independence. This helps children to be enthusiastic and confident learners. They know where resources are and eagerly choose to play with the ice and water, being excited as it melts. Practitioners have high expectations of behaviour, which children meet. There is a respectful culture throughout the nursery where children are encouraged to value each other. This supports development of their independence and feelings.

Routines help children to feel safe and secure. There are clear sequences to the day that help children know what is next and what to do. Older children become engrossed in their play with their friends. They develop imaginative games being knights, as they march and climb, helping children learn to express themselves and build positive relationships. The manager and team are committed to providing the best for all children. They plan a curriculum, which follows children's interests and builds on what they know and can do.

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

- Practitioners are excellent role models. They listen closely to children and expertly support children to resolve any differences. This helps to significantly develop children's self-esteem, as they learn the responsibilities of managing themselves, how they act, and the effect of what they choose on their friends.
- Transitions between rooms and to school are thoughtfully managed for different children and their parents. Practitioners use 'social story' photo books to teach children about being at nursery. They sensitively consider children's individual needs and what will help them to manage a change. This helps children's emotional well-being and the ability to join in.
- Practitioners use their communication skills well. They use signing and words to help children speak clearly. Small groups of children are taken together to a quiet room to share planned language-development activities. This helps children with specific needs to progress and understand more words. Practitioners have individual strategies for children to develop their confidence and skills. In the baby room, children's interest with animals and animal sounds are used through books, songs and resources to extend this play, successfully

encouraging them to make noises, babble and say words.

- Children develop growing independence and are supported to make decisions about what to play with. They scrape their own plates and stack them after lunch, and make their own play dough.
- Training, continual development, and quality is high on the dedicated manager's agenda to strengthen best practice. Practitioners feel well supported and know there is a strong focus on their well-being. This results in a team that works very well together.
- Parents are seen as real partners. Parents value the information that is shared daily. The manager and team work closely with parents to support and identify children's needs to be met. This involvement informs what is put in place to progress their children's development.
- Exploring nature through access to an amazing variety of outdoor activities, including caring for animals, such as guinea pigs and sheep, helps children to learn about their rural community. However, the opportunity to find out more about other people different to themselves is not so well established.
- Skilled practitioners contribute to children's good progress. They continually observe and use in the moment and planned opportunities to build on what children know and can do to extend their learning. They provide an extensive range of stimulating activities, indoors and outdoors, to inspire children's learning. However, exploring technology is not as well focused as other areas of learning.
- Practitioners help children to learn about the importance of a healthy lifestyle. Children help themselves to melon and pineapple for desert, and enjoy a wide range of freshly prepared, nutritionally balanced meals and snacks.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all practitioners have knowledge and understanding of safeguarding. They complete quizzes to confirm their understanding and promote their knowledge. Practitioners are knowledgeable about the indicators of abuse and how and who to raise concerns with should they occur. There are robust systems in place to monitor any patterns of abuse. The manager uses safer recruitment practice to employ practitioners. Children are supported to manage risks, such as not to go near the nettles in the paddock. There is a very secure entrance that has an alarm if two entrance doors are open at the same time to ensure the safety of children. All staff have paediatric first-aid training and are available throughout the nursery to deal with any accidents.

What does the setting need to do to improve?

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

- enhance the access of functioning technology to enable children to expand their information and communication technology (ICT) skills
- increase opportunities for children to learn about other people from different cultures and communities.

Setting details

Unique reference number	2565275
Local authority	Gloucestershire
Inspection number	10233115
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	59
Number of children on roll	101
Name of registered person	Becket Hall Day Nursery Limited
Registered person unique reference number	RP902271
Telephone number	01453 811008
Date of previous inspection	Not applicable

Information about this early years setting

Chapel Hill Day Nursery is a privately owned nursery which registered in 2019. It is owned by Becket Hall Day Nursery Ltd. It operates from a converted public house in Newport near Berkeley. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 6. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Cook

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector held discussions with the manager, practitioners and parents at appropriate times during the inspection.
- The special educational needs coordinator (SENCo) spoke to the inspector about how they support children with SEND.
- Children spoke to the inspector about their friends and showed what they like to do when they are at nursery.
- The manager and the inspector carried out a joint observation in the baby room garden.

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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