

Inspection of Chipmunks Day Nursery

6 HERRINGSTON ROAD, DORCHESTER, DORSET DT1 2BS

Inspection date: 6 September 2022

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 readily leave their parents at the door and enter the nursery confidently and happily. They are excited to see their friends and eager to start their day. Older children invite staff to join in with their play. Younger children go to staff for reassuring cuddles when they are unsettled or tired. This shows that children feel secure and safe.

Children immerse themselves in activities of their choice. Older children use their imagination well, as they involve themselves in role play. They pretend to be hairdressers in a salon and re-enact familiar experiences, such as brushing and adding clips to their friends' hair. Children practise their early writing skills on the 'appointment' sheet. Toddlers develop their fine-motor skills, as they roll and mould play dough, making 'faces'. Babies relish sensory activities and learn new vocabulary. For instance, they delight in using their hands to splash water on to toy ducks, and say 'quack'. Staff support children well to recognise, understand and regulate their emotions. Children know the daily routines and what is expected of them. They learn to share resources with others during activities. Children behave well and are kind to their friends. Staff give children plenty of praise for their efforts. This supports children's emotional well-being effectively.

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

- The manager seeks the views of staff, children and parents to help inform areas for change. She carries out supervisions with staff and checks in on their well-being regularly. Staff use resources, such as online training and social media groups, to find ideas for new activities to enhance children's learning. For instance, staff improved the outdoor area to support children's imaginative and creative skills further.
- Staff know children well. They understand what children already know and can do, and what they need to learn next. Children benefit from a rich and varied curriculum that builds on their interests. However, at times, some activities become overcrowded. Children become distracted and do not focus on and engage in the intended learning fully.
- Children with special educational needs and/or disabilities receive good support to meet their needs. Staff ensure that they share any concerns with parents about children's progress, and they work closely with external agencies. The manager uses additional funding effectively to benefit the children who receive it. For example, she purchases resources linked to children's interests and areas of development where there are gaps. All children learn a broad range of skills to help them be ready to transition to the next room or on to school.
- Staff support children's language and communication successfully. They talk to children during activities, sing songs and read stories. Older children are

confident communicators, and they engage in meaningful conversations with staff. Babies babble as staff play and interact with them. Toddlers talk about the pictures in books.

- Staff skilfully weave the teaching of mathematics into everyday activities. They help children to recognise and count numbers in different contexts. Children confidently recognise the names of 2D shapes.
- Children follow good hygiene procedures. They understand the importance of washing their hands before eating. Staff serve healthy and nutritious meals which meet individual needs and requirements. Children are becoming increasingly independent. They find their own water bottles, feed themselves and manage their self-care needs well.
- Staff provide opportunities for children to develop healthy lifestyles. After lunch, they create an environment that encourages rest. Children settle well for their afternoon naps. Staff make sure that children play outside every day so that they are physically active and get plenty of fresh air. Children thoroughly enjoy kicking footballs to each other. Babies who are beginning to walk benefit from cruising around furniture.
- Parents speak warmly and positively about the care and education of their children in the nursery. They value the information they receive about how their children are progressing, such as at parent evenings. However, staff have not considered more ways to share ideas for activities at home, to support older children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have undertaken safeguarding training and are confident about the procedures to follow if they have concerns about a child's welfare. They can identify symptoms which may be indicators that a child could be at risk. The manager has a thorough recruitment process and monitors the ongoing suitability of staff. This helps to ensure staff are safe to work with children. The premises are secure, and gates are kept locked. This prevents unknown people from entering. Staff carry out risk assessments to identify any potential hazards. They supervise children closely and deploy themselves well to make sure children are supported effectively.

What does the setting need to do to improve?

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

- review the organisation of small-group times to minimise distraction and enable all children to fully engage in the learning opportunities
- extend the ways to share ideas for activities at home with parents, to support children's next steps of development further.

Setting details

Unique reference number	EY454946
Local authority	Dorset
Inspection number	10235998
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 12
Total number of places	153
Number of children on roll	228
Name of registered person	Chipmunks Day Nursery Ltd
Registered person unique reference number	RP532064
Telephone number	01305 260002
Date of previous inspection	26 October 2016

Information about this early years setting

Chipmunks Day Nursery registered in 2012. It operates from a former preparatory school site in Dorchester, Dorset. The nursery operates each weekday, from 7.45am to 6pm, for 51 weeks of the year. The nursery employs 24 members of staff. Of these, one holds a qualification at level 4, 17 hold a qualification at level 3, three hold a qualification at level 2 and three are unqualified. The setting receives funding to provide free early education for two-, three- and four-year-old children. The provider also operates a nursery in Weymouth, Dorset.

Information about this inspection

Inspector
Petra Morgan

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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector conducted a learning walk together and discussed the intent of the curriculum.
- The inspector carried out two joint observations of group activities with the manager.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector reviewed documentation, including staff suitability information and training certificates.

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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