

Inspection of Top Chapel Day Nursery

Top Chapel Elliot Street, Tyldesley, Manchester, Lancashire M29 8DR

Inspection date: 12 January 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed into this exceptional nursery. They greet staff with smiles and hugs. Stimulating learning environments are skilfully set up to extend children's individual learning objectives and specific interests. As a result, all children, including those with special educational needs and/or disabilities, are motivated to learn. Children make rapid progress from their starting points.

Since the COVID-19 pandemic, staff have prioritised children's emotional development. Yoga activities have been introduced to help children to feel calm and regulate their feelings. Staff skilfully use stories and props to support children to talk about their own emotions. All children are allocated a secondary key person to support them in case their key person is not available. Consequently, children, including those who are new to the setting, show immense confidence as they play. They quickly settle and understand the routines of the day. Children's well-being is further assured because they are supported sensitively by the caring staff team.

Children's communication and language skills are promoted exceptionally well. Staff offer a running commentary describing what the children are doing as they play. Children with little language, or those who speak English as an additional language are beginning to use some key words in their play. For example, they say, 'car gone', as they take turns pushing pretend cars down a piece of guttering. Children benefit from lots of opportunities to learn new vocabulary and develop spoken language.

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

- Opportunities for children to do things for themselves are plentiful. Babies beam as they climb into the sand tray. Toddlers demonstrate skills that are specifically advanced for their age. They skilfully use scoops and tongs to serve their own pasta and garlic bread. Older children show determination and skill at getting their own boots and wet suits on. This is because staff have taught them how to do this. Children are becoming independent learners.
- Literacy is embedded within the curriculum. A lending library is available for children to choose a book to take home and share with parents and carers. Older children play sound games and create their own poems that are published in a book. Staff share a wide range of quality books with the children that link to the exciting environment on offer. Children are learning the skills needed to become competent readers and writers.
- Children are developing early mathematical skills as they count down to five before they descend down the slide in the garden. They use mathematical language such as, 'big' and 'tiny' as they compare the size of their boots with

each other as they put them on. Children have many opportunities to learn mathematics in everyday contexts.

- Staff teach children to safely and confidently use a rope to pull themselves up onto the top of the slide. Children giggle in excitement as they run and jump around the garden on a dragon hunt. These carefully planned activities help to develop their core strength, which sets them off to a flying start.
- Children's behaviour is exceptional. There are many opportunities available for children to learn about kindness. In pre-school, children explore their feelings during circle-time activities. They talk to the inspector about the golden rules and explain how they like to be kind to each other. Children visit the local community and give out 'kindness plants' and gifts to people in the local shops, and the 'unsung heroes' in the local hospital. Children are genuinely kind and show consideration to others. As a result, they are emotionally well developed.
- Children learn about democracy as they enjoy being part of the pre-school council. Staff support them to work together valuing each other's ideas and opinions. They make choices about what they would like to learn next. They voted to invite the local police officer into nursery to hear about his role. They also asked to learn about recycling and how they could contribute to this in nursery. Children are learning that their thoughts, feelings and opinions are important and valued.
- The experienced special educational needs coordinator has high aspirations for all children at this inclusive setting. She works closely with children and their families, key people and other professionals. She is focused on ensuring that children have the best possible support and outcomes. As a result, children thrive and make excellent progress.
- Staff promote healthy lifestyles. The nutritionally balanced menu on offer, prompts detailed discussions about healthy eating. Children also enjoy yoga sessions and practise relaxation and calming techniques. This helps them to regulate their behaviour and form good habits for their future.
- Leaders plan workshops to support parents' confidence and understanding of topics such as potty training and school readiness. Parents truly value this support. They tell the inspector how resources and information shared has helped them with their parenting skills. These positive partnerships with parents support children to achieve the best possible outcomes.
- The inspiring leaders work closely with the local authority to continuously reflect on and improve their practice. They coach and mentor staff in a variety of ways to improve their teaching skills. In turn, the quality of teaching is magnificent. Children benefit from consistently high-quality education that has a positive impact on their progress and development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is strongly embedded into daily practice. The manager asks staff on-the-spot questions about keeping children safe. Staff also attend regular quizzes to refine their understanding of safeguarding procedures. Subsequently, staff know

how to identify signs and symptoms of abuse and what to do they have a concern about a child.

The system for recruiting new staff members is rigorous and follows safer recruitment guidelines. All staff have registered for the disclosure and barring service update service, and staff give permission for the manager to check their suitability on a regular basis. These procedures help to keep children safe.

Setting details

Unique reference number	2579225
Local authority	Wigan
Inspection number	10263162
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 at time of inspection	0 to 7
Total number of places	84
Number of children on roll	90
Name of registered person	Top Chapel Day Nursery Ltd
Registered person unique reference number	2579224
Telephone number	07572879302
Date of previous inspection	Not applicable

Information about this early years setting

Top Chapel Day Nursery registered in 2020 and is situated in Tyldesley, Wigan. The nursery employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, four hold level 2, five hold level 3 and three hold level 2. One member of staff has QTS. The nursery opens from 7.30am until 6pm, all year around, except for bank holidays.

Information about this inspection

Inspector

Sharon Walton

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.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed interactions between staff and the children.
- The manager and the inspector carried out two joint observations.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the nominated individual/registered individual and the manager about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023