

# Inspection of The Chapel Nursery

The Chapel, Constance Grove, Dartford DA1 2GA

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Inspection date: 2 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</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 and babies make good progress in this caring nursery. They quickly settle as they arrive and are greeted by the enthusiastic and nurturing staff. Children are happy and motivated to get stuck into the learning opportunities on offer.

Children and babies are gaining a love for books and stories. Story times are thoroughly enjoyed by the younger children as they snuggle up in cosy areas to enjoy books together. Older children recite their favourite stories and engage in meaningful discussions about the story with their peers. Children love spending time in the nursery gardens. They have many opportunities to develop their physical skills and explore the wide range of activities on offer outdoors.

Babies are generally confident and at ease. They babble, giggle and clap along as staff enthusiastically sing well known songs and rhymes. The young children delight in exploring sensory play activities, such as sand and water. They show curiosity, and become immersed in their play as they learn new vocabulary, such as 'crunch' and 'squash'. Older children take part in table top activities and learn to effectively and precisely use scissors to make different cuts in various materials. Children receive lots of encouragement and praise, which helps to boost their self-esteem and confidence in their abilities.

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

- The management team are highly motivated and enthusiastic. They strive to support staff to deliver an effective curriculum, enabling children to learn as much as they can. Regular evaluation and effective team working contribute to a generally well-organised provision. Staff have good opportunities for professional development. They access a wide range of training topics and support from the nursery management.
- Staff regularly monitor the progress of their key children and plan appropriate activities, based on children's interests, to address gaps in learning. This helps to ensure children make good progress. However, during some routine change over times, young children and babies are not prepared or not effectively supported to know what is expected of them during this time. As a result, they disengage, become unsettled or show reluctance to move on.
- Children and babies benefit from the focus that staff place on their communication and language skills. Staff narrate as children play and clearly emphasise key words in their interactions. They ensure they talk to children and babies face-to-face and at their level. This helps children's communication, understanding and speaking skills.
- Overall, children are engaged in their learning experiences. However, at times, staff do not recognise when children have lost interest during adult-led group

activities. They do not organise group activities to their full potential to ensure all children are able to engage in the learning opportunity.

- Staff work very well together as a team, act as strong role models and have high expectations of children. They speak to one another and the children with respect, engage them in back-and-forth interactions and promote the use of good manners. The staff listen intently to what children say and respond to them with real interest. This makes the children feel valued and respected.
- Children and babies enjoy mealtimes, which are social events. Staff support and encourage healthy eating and help children to develop their independence. For instance, young children are supported with tasks, such as pouring their own drinks and serving up their own food. Children learn skills to help them with their future learning.
- Staff swiftly identify children who need additional support and work effectively with other professionals. They have very good knowledge of well-thought-out strategies, which are tailored to children's needs and preferences. Staff work closely with parents and other professionals to ensure that these strategies are consistently used. This contributes to the good progress children make.
- Partnership working with parents is excellent. Parents say that their children have made very good progress in their learning. They highly commend the staff team and their communication, and feel a part of their children's educational experience. Parents state that they receive regular feedback and information on how to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They understand who to contact if they have any concerns about the welfare of a child and have a clear understanding of the setting's whistle-blowing policy. Staff are aware of wider safeguarding issues, such as the 'Prevent' duty. The management team have a robust recruitment procedure in place. They complete ongoing checks to ensure the suitability of staff. Daily risk assessments help to make sure the environments are free from hazards.

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

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

- provide further guidance for staff to manage large-group activities more effectively, to ensure that all children remain fully engaged in their learning
- strengthen the way that staff organise routine changes during the day to make sure that younger children and babies know what is happening and still receive the support they need to engage well in activities.

## Setting details

<b>Unique reference number</b>	2616573
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264419
<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>	0 to 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Super Start 2 Limited
<b>Registered person unique reference number</b>	2616571
<b>Telephone number</b>	01322272219
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Chapel Nursery re-registered in 2020. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. There are 16 staff. The manager holds a level 3 qualification and 12 staff hold relevant early years qualifications at level 2, 3 and above.

## Information about this inspection

### Inspector

Kimberley Luckham

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager took the inspector on a learning walk and discussed the learning experiences planned for the children.
- At appropriate times during the day, the inspector spoke to parents, children and staff and took their views into account.
- The inspector spoke with the manager and staff about their responsibilities in keeping children safe from harm.
- The manager and the inspector observed the interactions between children and staff and discussed the learning that took place.
- The inspector reviewed documents relating to safeguarding, staff suitability and record keeping.

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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