

Inspection of Chapelfield Children's Day Nursery School

Trowse Primary School, Pepperpot Drive, Trowse, Norwich NR14 8TU

Inspection date: 11 January 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

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

Leaders and managers implement an effective key-person system that creates trusting and nurturing relationships between staff and children. Settling-in sessions are tailored to meet the individual needs of children, and parents describe the nursery as an extension of their family. Children are seen and known as individuals. They settle quickly and demonstrate that they feel very happy and safe. Children confidently seek support and reassurance from nurturing and affectionate staff. They approach unfamiliar adults with friendly curiosity. Children quickly become engrossed in the stimulating range of activities on offer, playing happily and chatting with their friends and staff.

Staff consistently implement simple routines and help children rehearse familiar rules when engaging them in activities. They model kind and considerate behaviours and offer calm, effective support and guidance. Children quickly adopt caring and considerate behaviours and delight in being helpful and supportive. For instance, they wait patiently for their turn and help their friends to pour drinks and find a seat at mealtimes. For children with special educational needs and/or disabilities, staff skilfully adapt their teaching and introduce inclusive activities and strategies to ensure that all children make good progress in their learning and development.

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

- Leaders and managers are very ambitious. They strive to ensure that staff and children are well supported so that they can achieve their potential. Leaders and managers have rightly focused on the well-being of staff and each other. All staff report that they feel very well supported and valued, including through regular mentoring and supervision meetings. Staff are motivated to work hard to support the children in their care and develop their own practice. This creates a very purposeful and harmonious atmosphere in the nursery where staff and children can thrive.
- Leaders and managers value their relationships with families. They reflect regularly on how they engage parents and implement changes that further develop a joined-up approach to children's learning and development. Parents value the advice and guidance that are provided by staff to help them support their children's development. They are delighted with the nursery. Parents report that nothing is too much trouble for staff, who create a welcoming, safe place where their children are happy and flourish.
- Staff monitor children's progress closely. Where children are slower to develop, they swiftly work with parents and other professionals to devise and implement effective strategies. Staff carefully plan activities using their deep understanding of children's interests and areas for development. For example, staff introduce

games, such as 'What's the time Mr Wolf?', so children who struggle to follow instructions can practise these skills in a fun and inclusive way. Staff frequently encourage children to remember what they have learned before. They plan and sequence children's learning well, so children can build on what they know and can do.

- Staff use everyday activities well to introduce and embed learning. For example, mathematical language is introduced during mealtimes as children happily count spaces and measure out their food. Children learn to manage their own hygiene needs as they use mirrors to check how well they have cleaned their faces after eating. Leaders and managers work closely with staff from the adjoining school, who are keen to tell the inspector that children arrive in Reception very well prepared for school.
- Staff read to children with great expression and enthusiasm. Staff's enthusiasm is infectious, and children learn to love and be excited by stories and rhymes. Children's verbal and non-verbal communication is rewarded by close attention from staff, who introduce signing to further support children's emerging communication skills. Consequently, children build strong foundations to become effective, determined communicators.
- Occasionally, staff do not always build on children's learning. For instance, staff do not consistently teach children how to make their own risk assessments and to take their own actions to avoid tripping over the toys they have set up.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to build on children's thinking and help them learn to manage risks safely.

Setting details

Unique reference number	2653174
Local authority	Norfolk
Inspection number	10305094
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	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Chapelfield Children's Day Nursery Limited
Registered person unique reference number	RP901747
Telephone number	01603 611147
Date of previous inspection	Not applicable

Information about this early years setting

Chapelfield Children's Day Nursery School registered in August 2021. It operates on the site of Trowse Primary School on the outskirts of Norwich. The nursery employs seven permanent members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery occasionally uses a further member of staff who is qualified to level 6. The nursery operates Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- 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 spoke to several parents during the inspection and took account of their views.

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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