

Inspection of Chapel House Private Day Nursery

The Town, Dewsbury WF12 0RB

Inspection date: 15 August 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

The setting has a strong ethos of understanding, and being a part of, its community. Relationships between children, their families and staff are prioritised by leaders. Staff visit children in their home before they start at the setting. They form close and trusting relationships with children and their parents. Consequently, all children settle well and make good developmental progress.

Teaching builds on what children already know and can do. Staff have a good understanding of child development. They provide educational programmes that are ambitious for all. Children with special educational needs and/or disabilities are well supported. Partnerships between staff, parents and other professionals ensure that children's needs are met, and any gaps in children's learning are addressed. Interactions between children and staff support children's social and communication skills. Staff use clear, single words with babies. They share songs and stories with them. Older children engage in detailed discussions with staff about where their foods come from. Children learn new words and about the world around them.

Staff help children to learn the routines and rules. Children help staff to tidy up. They wait patiently for their turn to serve themselves their meal. When staff help them, they say 'thank you'. This creates an environment where children are ready to learn.

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

- Leaders have a very clear and ambitious vision for the setting. They have designed a curriculum that supports all children to achieve their full potential. Teaching is adapted across the age groups. For example, staff introduce new single words to babies and build to having detailed discussions with older children. Staff understand children's individual interests and current stages of development. This information is used to order teaching, ensuring that all children make good progress.
- Children develop a love of stories. Staff read to them in a way that sparks their interest. They emphasise new words, such as 'terrible tusks'. Children repeat the phrases they have learned. Staff help them to think about what is happening in the pictures and what might happen next. This means that children make good progress in their language and literacy skills.
- Children make good progress in their physical development. Babies have opportunities to explore different textures. They learn to hold and move different materials. Staff place activities at the right height for babies' needs. For example, they move them higher to encourage children who are learning to walk using furniture. Outside, staff support older children to create obstacle courses.

They practise climbing, jumping, balancing and running. Children recall recent events, such as the Olympics. When they complete the course, they say 'I won gold!'.

- Staff share information with parents each day at handover times and through a software application. They also provide weekly updates on their child's development. Staff talk to parents about how they can help their child's learning at home. This particularly benefits children with special educational needs and/or disabilities. This is because targeted support strategies are used both at home and in the setting. As a result, all children make the best possible progress of which they are capable.
- Staff talk to children about their emotions. Children learn the names of different feelings. They are supported to share and take turns with their friends. Staff remind them to be polite, and children readily say 'please' and 'thank you'.
- Although children are mostly engaged in play and learning, some adult-led group times are not adapted well enough to maintain each child's interest. As a result, not all children benefit fully from the teaching provided at these times.
- Children develop their independence. Staff provide children with just the right amount of help. For example, when children ask for help peeling an orange, staff say, 'I will start you off'. They encourage children to try to do the rest themselves. Children show great pride in their achievement. They say, 'I did it all by myself!'.
- Leaders regularly reflect on practice and find ways to improve. For example, they saw that toddlers would benefit from their own handwashing area. When they installed this, they saw improvements in toddlers' independence skills. Leaders also have ambitious plans for the development of the outdoor area. They regularly observe staff. They give staff focused feedback, training and support. Consequently, the quality of care and education provided continually improves.

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:

- further improve adult-led group times so they meet all children needs and engage their interest.

Setting details

Unique reference number	2729670
Local authority	Kirklees
Inspection number	10352920
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	0 to 4
Total number of places	36
Number of children on roll	30
Name of registered person	Chapel House Private Day Nursery Ltd
Registered person unique reference number	2729672
Telephone number	07931999231
Date of previous inspection	Not applicable

Information about this early years setting

Chapel House Nursery registered in May 2023 and is located in Dewsbury, Yorkshire. The nursery is open from 7am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. It employs seven members of staff, five of whom hold early years qualifications at level 2 or above. This includes three members of staff with early years qualifications at level 4 or above. The nursery offers funded early education places.

Information about this inspection

Inspectors

Rebecca Miall
Laura Kellett

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.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- 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 carried out a joint observation of an adult-led activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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