

Inspection of Chapel Hill Day Nursery

Chapel Hill Day Nursery, Newport, Gloucestershire GL13 9PY

Inspection date: 6 June 2025

Overall effectiveness	Good
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

Chapel Hill Nursery is a warm, welcoming place where children are happy and confident. The nursery has a strong family feel and provides a calm, caring environment where children feel safe, settled, and ready to learn. A special feature of the setting is its large and exciting outdoor space. Children enjoy exploring the paddock, helping care for ducks and guinea pigs, digging in the sandpit, and joining in forest school adventures. These experiences help children develop physical skills, curiosity, and a love of nature.

Staff form strong, trusting relationships with the children and support their emotional well-being very well. Children are encouraged to be independent, kind to others, and to manage their feelings. Staff are excellent role models and have high expectations of how children behave and treat each other.

The curriculum is thoughtfully planned and helps children build skills across all areas of learning. It includes lots of opportunities to explore, play and be creative. Staff understand what children need to learn and support their development with meaningful, hands-on experiences. Children with special educational needs and/or disabilities (SEND) are very well supported. Chapel Hill gives children the best possible start and prepares them well for school and beyond.

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

- Staff at Chapel Hill deliver an ambitious, well-structured curriculum that supports children's learning across all areas. Their approach focuses on building children's independence, communication skills, and self-confidence. Engaging and purposeful activities ignite curiosity and help children develop the knowledge and skills needed for the next stage of their learning.
- Children are happy, settled, and display strong emotional security. They form warm, trusting relationships with staff, who respond to their needs with sensitivity and care. This nurturing environment encourages children to explore and learn with confidence.
- The outdoor provision is a distinctive strength that enriches children's learning. Staff make full use of the natural surroundings to support children's physical development, imaginative play, and understanding of the world. Regular access to outdoor experiences builds confidence, coordination, and a strong sense of care and responsibility.
- Children with SEND are well supported. Staff identify needs promptly and implement effective strategies, working closely with families and other professionals. Visual prompts, sign language, and real-life objects help strengthen communication, particularly for younger children and those with additional needs. As a result, children with SEND make strong progress and are

fully included in daily routines and activities.

- Children behave well and show kindness, cooperation, and a growing ability to manage their emotions. Staff model positive behaviour and guide children in building respectful, supportive relationships with others.
- Key persons know children well and monitor their development closely. However, during some adult-led activities, planning does not consistently reflect individual next steps. This limits opportunities to deepen learning and accelerate progress for some children.
- The curriculum introduces children to stories, celebrations and inclusive discussions. However, it does not yet fully support exploration of a broad range of people, communities and cultures. This limits children's wider world understanding and preparation for life in modern Britain.
- Partnerships with parents are effective. Parents appreciate the regular communication through the online platform, the sharing of observations, and the supportive approach to children's well-being and learning. Parents commented positively on the happy and safe environment and the wide range of learning activities offered.
- Leaders foster a reflective and motivated team through regular supervision, peer support and ongoing training. Staff feel valued and well supported. Leaders know the strengths of the setting and take clear action where improvements are needed, demonstrating a strong capacity for continued development.

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:

- evaluate planning to consistently reflect each child's individual next steps, supporting their learning and progress effectively
- enhance the curriculum to provide more frequent and meaningful opportunities for children to explore diverse people, communities, and cultures, broadening their knowledge of the wider world.

Setting details

Unique reference number	2721535
Local authority	Gloucestershire
Inspection number	10388785
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	72
Number of children on roll	152
Name of registered person	Glo Childcare Ltd
Registered person unique reference number	2721537
Telephone number	01453 811008
Date of previous inspection	Not applicable

Information about this early years setting

Chapel Hill Day Nursery re-registered in January 2023 and is located near Berkeley, Gloucestershire. The setting is open five days a week on Monday to Friday, from 7.30am to 6pm. It operates all year round, apart from bank holidays and one week at Christmas. The provider employs 32 staff, including 29 permanent staff and three bank staff. Staff hold various childcare qualifications ranging from level 3 to level 6. The provider is in receipt of government funding for children aged nine months to four years old.

Information about this inspection

Inspector
Shahnaz Scully

Inspection activities

- 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 joint observation of an outdoor activity with the manager.
- Parents shared their views of the setting with the inspector through feedback on the day, as well as providing written testimonies.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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