

Inspection of Chapel Hill Nursery

George Street, Basildon, Essex SS16 5NQ

Inspection date:

3 July 2025 - 18 July 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

Children are happy at this nursery and arrive smiling. They separate well from their parents and are ready for a day filled with exciting activities. Settling-in sessions are unique to each child and transitions between rooms are well organised. This helps children adapt and settle quickly.

Staff and leaders create a well-thought-out environment, based on children's needs, abilities and preferences. Children spend extended periods playing with the activities they have chosen and can lead and develop their play. For example, in the garden, older children have fun exploring a large tunnel. They laugh and giggle with excitement as they skilfully go through the tunnel while engaging in pretend play with their peers. Staff guide them to take turns and share resources well. This helps to develop children's social skills.

Staff and leaders are warm and supportive towards the children and have high expectations for them. Staff are intuitive about children's needs and offer them cuddles and reassurance when required. Children form strong relationships with them. Children behave well and display high levels of respect and consideration towards adults and peers. They follow the nursery's routines and boundaries with ease and confidence. Staff take great pride in children's achievements. They constantly praise them for their efforts which positively contributes to children's emotional development.

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

- Leaders are reflective and have a clear and ambitious vision for the setting that is shared with the team. They strive to deliver high-quality care and education. Staff benefit from detailed inductions when they first start and ongoing support and training throughout their employment. Staff speak highly of the support they receive. This means that children are cared for by happy and motivated staff.
- Staff are effective in engaging with other professionals when required. Funding is well used to provide additional opportunities for children to make progress. Strategies are in place to support children and families who speak English as an additional language. This ensures that all children make good progress from their starting points.
- A focused curriculum is in place that builds on children's interests and offers good-quality learning opportunities. Effective strategies to record and monitor children's learning are in place. Staff complete detailed observations and assessments regularly. They use this information to help them plan appropriate next steps in children's learning and development. Staff interact well with children during their play. However, leaders recognise that further support is required to raise the quality of staff interactions to an even higher level.

- Children's communication and language skills are promoted through songs and stories. Older children are keen to suggest songs they can all sing together, smiling proudly as they sing along and complete the actions. Younger children are encouraged to turn the pages of books and lift the flaps. They make the noises of the animals they discover and smile with delight when the last page shows their reflection under the flap. Staff use book times to explain the meaning of words to the children such as 'salami' and introduce math-related concepts.
- Children are given opportunities to build on and refine their motor skills and dexterity. Staff provide a selection of mark-making tools and scissors and teach children how to use them effectively. Children concentrate and show high levels of engagement as they beautifully decorate pictures of bugs or use play-dough cutters. Younger children explore discovery boards and bead frames observing closely cause and effect. Staff teach children how to use their arms to support themselves when using the balance beams. The children keep trying to balance to the end, demonstrating perseverance and resilience skills.
- There is a strong partnership with parents. Parents are appreciative of how kind and supportive staff are and report that their children are happy to attend. Parents feel the processes in place to share information with them about their child's development makes them feel part of their child's learning journey. This ensures continuity of care and learning.

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:

- continue to support staff to develop their interaction skills to raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	2799443
Local authority	Essex
Inspection number	10406515
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	1 to 4
Total number of places	56
Number of children on roll	121
Name of registered person	Lee Chapel Multi Academy Trust
Registered person unique reference number	2799444
Telephone number	01268 474177
Date of previous inspection	Not applicable

Information about this early years setting

Chapel Hill Nursery registered 2024. The nursery employs 22 members of childcare staff. It operates Monday to Friday, all year round from 7.30am to 6pm. The nursery provides funded early education for all eligible children.

Information about this inspection

Inspectors

Anca Sandu
Lyndsey Barwick

Inspection activities

- The event started on 3 July 2025. Inspectors returned on 18 July 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence protocol.
- The manager and an inspector completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- The inspectors observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspectors spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspectors about the activities they were doing.
- An inspector carried out a joint observation with the manager.
- The inspectors held a meeting with the manager and nominated individual (Headteacher). She looked at relevant documentation and reviewed evidence of the suitability of the staff working at 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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