



Chestnut Nursery School

Inspection report for early years provision

Unique Reference Number EY300788
Inspection date 06 March 2006
Inspector Shaheen Belai

Setting Address 177 Earlham Grove, Forest Gate, London, E7 9AP

Telephone number

E-mail

Registered person Chestnut Nursery School (Newham) Ltd

Type of inspection Integrated

Type of care Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chestnut Nursery School was registered in 2005. It is a part of a group of nurseries owned by Chestnut Nursery School Ltd. It operates from a converted semi-detached premises situated in a residential area of Forest Gate, within the London borough Of Newham. The accommodation comprises of four rooms with an additional room used for a crèche, small group and training activities. An outdoor play area is available. The nursery school setting operates Monday -Friday, 08:00 - 18:30 for 52 weeks a

year. The crèche will operate Monday-Saturday, 09:15 - 16:00 for 52 weeks a years.

There are currently 48 children on roll. Of these 12 currently receive funding for nursery education. The nursery currently supports one child with special educational needs.

The nursery employs 12 members of staff, 4 of these are working towards a level 2 qualification. The remaining staff, including the manager hold an appropriate early years qualification. The setting receives support from the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and children receive good support to develop good personal hygiene. Children learn the importance of good hygiene through well planned daily routines and activities. They wash their hands before meals and after using the toilet. Children are encouraged to develop self care skills and develop an understanding of personal hygiene through staff providing clear explanations and support. For example children learn that the sharing of flannels spreads germs and tissues are required to wipe dirty noses. However privacy for babies when being changed is limited, although some measures to address this are planned.

Children are protected from infection because staff are well informed of the children's health matters and they implement a clear sick child policy with details of the exclusion policy for infectious diseases. Children's health is maintained because staff have a good knowledge and understanding of their individual health and medical records. All staff working directly with children are first aid trained and have a good understanding of procedures to follow should a child become unwell. The required documentation is in place to ensure that information is recorded and this allows for the sharing of information with parents.

Children enjoy varied and nutritious meals which help develop healthy eating habits and meet special dietary needs. They confidently help themselves to water and are beginning to understand the effect of healthy eating on their bodies, for example certain food gives energy. Their understanding for developing an understanding of healthy eating is encouraged as they make choices when selecting healthy options during the day and at snack times. Young babies individual food intake and nappy routines are monitored by staff to ensure their individual needs in regards to being healthy are addressed. Babies receive lots of warmth and individual attention when they are being fed, which supports their well-being. Some staff hold basic food hygiene certificates and staff overall implement good hygiene practices when serving meals and baby feeds.

Children enjoy an excellent range of energetic physical activities that contribute to a healthy lifestyle. They develop confidence in their physical skills as they use a wide range of both indoor and outdoor toys and equipment. Children have good

opportunities to climb, balance and crawl through tunnels. They learn to develop co-ordination as they steer bikes around obstacles and receive support in climbing, for example running up and down the hill. Staff use the Birth to Three Matters guidance to provide a good range of physical play experiences for babies and children under three. For example babies have regular opportunities for learning skills to climb, crawl and to learn to walk, which supports their individual stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space is organised well within the setting which therefore allows for children to move freely and independently. Children use a good range of safe and developmentally appropriate resources. Younger children benefit from the clear labelling and visible displays which allows for independence and choice.

Children are cared for in a safe and secure environment. Children are kept safe within the setting as staff identify and remove risks to children. For example safety gates at each set of stairs and restrictors fitted to windows. An effective systems for the arrival and collection of children contributes to their safety. Procedures for recording visitors is applied to monitor the movement of any other parties entering the setting. Children's risk of any accidental injury is minimised as thorough. Staff carry out daily and periodic risk assessments of both the indoor and outdoor areas. Soft cushions and mats allow for babies to sit comfortably and crawl without the risk of hurting themselves. Staff regularly check on sleeping babies to ensure they are safe on mats or recliner chairs.

Children are further protected from harm as staff have a good knowledge and understanding of child protection issues and are clear in how to proceed with procedures, should they be concerned.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy, they enter enthusiastically and engage in activities. Children are cared for by caring adults who operate a key worker system which supports their well-being. Good support and guidance is offered by staff for children who are less confident to ensure they feel a part of the group. Staff and children plan activities together, for example a shopping trip to purchase items for a cooking activity. Children actively take part in adult led activities and activities allowing for their own individual choice. This allows for them to have individual attention as well as being able to express their own preference and build on their interests. Children develop skills and knowledge through a variety of play experiences such as gardening, trips and the use of outside visitors. Children are expressive in talking about past activities, they enjoy group time to discuss and share ideas and enthusiastically participate in songs and story times. Children receive very good support from staff who actively provide guidance, praise, acknowledgement of

children's work and become play partners. This provides children with recognition and supports their learning. Children become competent learners as they address new challenges or problem solving tasks, for example when sorting shapes. Children play well together, they learn to communicate, question their peers and develop positive relationships with each other.

Children under the age of three benefit extremely as staff working with them use the Birth to Three guidance effectively. Children are therefore provided with well planned age appropriate activities that relate to their individual needs. Good observations and planning of varied activities allow for staff to monitor and plan for further development. Babies and young children benefit as they explore, experiment and acquire new skills from new gained knowledge. Babies express pleasure as they participate in creative experiences using their senses, for example when feeling paint on their hands for printing or playing with jelly. Children are actively involved in mixing various mediums, for example corn flour, water and paints to allow for them to develop tactile learning.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Children develop good relationship with both staff and peers. Children express themselves well and listen to each other when sharing information during group discussions or when participating in an activity. Staff allow opportunities to be developed to introduce new language, topics and for new conversations to be child led if appropriate. For example when children talk about home experiences, discuss the weather in other countries. Staff make good use of introducing open ended questions to enhance children's listening and speaking skills. Children learn to speak two other European languages at the setting, yet this is not effectively linked to the daily routine, for example when discussing objects or when labelling. Children concentrate well with most activities however some activities are not approached by children as they require adult support which is not always made available. Children are very independent. They are addressing their own personal needs as well as assisting their peers. For example they assist with tasks such as dressing, visiting the toilet and helping peers with fastenings.

Children are practising mark making and writing skills from the work displayed. However this area is not supported by staff as children have limited opportunity to see clear labelling and text when selecting resources, there is no immediate access to their name cards in print to copy. Opportunities for children to practise writing their own names is hindered when staff write their names for them. Children have limited independent access to pencils and paper to practise writing skills, as staff do not provide these during the daily routine. Children enjoy having stories read to them and are forthcoming in making choices of their preferences for large group times, which are respected. They present good levels of concentration and are more responsive when staff use props to assist in telling stories, for example Goldilocks in French.

Children play well when engaged in imaginative play, for example in the home corner or doctors surgery. They take on roles with interest and show preference whilst they use the support of the staff to negotiate turn taking. They are able to act out real life and imaginative experiences through their roles as a patient, doctor or receptionist.

The planning allows for children to participate in activities using a variety of creative materials during the daily routine. Display work is evident showing that creative work is a part of the children's daily routine. Children participate with little interest when there is no adult support or encouragement in advising children what they can do with the materials. Children have little opportunity to assist in seeing changes occur with different mediums when participating in daily activities, for example staff mix paints for children. Activities are organised to allow for children to learn about how different food smells, which children are able to reflect on, for example the smells of spices compared to smells of rose petals. Children are encouraged to express their feelings as staff notice a change in their behaviour, some children are quite responsive and are descriptive in how they feel. This encourages children to be more expressive about their feelings.

Children are beginning to count confidently and are recognising that numbers are a part of the daily routine. For example children count out plates, and use numbers in songs. However opportunities to expand this with more able children is not being followed through, for example when cutting and sharing out fruit. There are insufficient opportunities for children to recognise and understand numbers, for example addition and subtraction. Children are being introduced to a range of practical activities that promote an understanding of numbers, shapes and measurements. For example measuring cooking ingredients and sequencing.

Children do not have free access to tools to allow for them to develop and demonstrate cutting skill, as this is carried out at times by staff. This hinders their independence and the opportunity to develop skills to use tools to complete tasks. Children are confident in using the developing range of information and technology. They use small electronic computers that enables them to develop an understanding of technology. They enjoy looking at insects and discussing their uses, body parts and reflecting on their own experiences of these. The outdoor play area provides children with the opportunity to grow plants, nourish them and see the end product. Visits within the local area are included in the planning to reflect on the themes being explored for example different homes, transport and variety of shops. Children continue to share knowledge that is gained during previous activities, which effectively checks out their understanding. A good variety of children's display work and photographs prompts children to discuss and share what they have learnt. Children learn about the various cultures within the community through planned activities, for example The Chinese New Year celebrations.

Staff have a satisfactory understanding of the Foundation Stage as well as how this is to be implemented. Planning is being carried out on a regular basis yet the outcome of the activities is not being evaluated in relation each child progress. Activities planned are not adapted for the less confident and more able children, this is evident in creative and problem solving. Individual progress of children is not being followed through due to the lack of individual observations being carried out. The existing planning does not take into consideration the children's present stage of development and therefore future aims are not set to address the stepping stones. Children are making satisfactory progress towards the early learning goals however more capable children are being held back due to the individual learning of each child not being recognised.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. Staff provide children with praise and encouragement which enables them to develop good self esteem and a sense of achievement. They therefore develop positive relationships with their peers and staff. Children are very well behaved and develop a good understanding of right and wrong. Good staff deployment and supervision ensures that children are supported in learning self control, the implications of their actions and reminded of the setting rules; for example taking turns and being caring to each other.

Staff have a good understanding of their key children's individual needs and this benefits the children when planning their care and learning needs. The gaining of information about individual baby's routines, interests, preferences and home life ensures that children settle well in the setting and develop a sense of belonging. Children develop a positive attitude towards others and gain a good understanding about the wider world through a strong inclusive environment and activities which reflect positive images of culture, ethnicity, gender and disability. Children celebrate different festivals, look at different cultures and visit the local community shops to increase their awareness. As a result, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Good strong relationships are developed between staff and parents, as they practise a settling in period, regularly exchange information about children's care routines and development. Partnership with parents is strongly encouraged through regular newsletters, the sharing of policies of policies/procedures, feedback on menu plans, the establishment of the PTA, periodic parent meetings, parent surgeries and daily informal discussions. Further parental input is encouraged by providing an area for parents to make comments and suggestions about the setting and be aware of the plans and theme work their child is involved in, this allows parents to be actively involved their child's learning.

Organisation

The organisation is good.

The organisation of the setting is very effective. The key worker system works well and staff are deployed to ensure children are well supervised and engaged in play with good interaction and support. This ensures that children are feeling safe, secure and actively involved in learning activities. Good recruitment, employment, induction and training programmes exist. This works in practise to keep children safe and to support their wellbeing. Staff work well together in individual rooms to develop a stimulating, supportive, inclusive environment for children.

There is a good range of policies and procedures in place, these are reviewed periodically and work well in practise. Staff work well with parents and regular verbal and written information is shared about activities and any concerns, in order to enhance consistencies in their care.

The leadership and management is satisfactory. The management of the setting are committed to developing good practice. Staff employed are appropriately experienced and qualified. All staff are encouraged to undertake ongoing training and support of the Early Years Partnership. Staff do have an understanding of the Foundation Stage, however this is not effectively monitored by management. In addition there is insufficient monitoring of the planning and evaluation of the activities. As a result individual next steps are not being planned, learning opportunities are being missed, more able children are not provided with new challenges and less confident children are not being supported. Management have recognised these weaknesses and additional training is to be undertaken with the support of the Early Years advisor. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children's privacy is respected when changing young babies nappies

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the practice of observations, the recording of achievements, assess the impact of the activities provided, record children's progress, plan activities to reflect and take into account the more able and less confident children
- increase staffs knowledge and understanding of the Foundation Stage and how to develop plans using the stepping stones to reflect individual learning.

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