

# Chestnuts Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY246995
<b>Inspection date</b>	03 May 2007
<b>Inspector</b>	Ruth Tharme
<b>Setting Address</b>	82 Church Road, Longlevens, Gloucester, GL2 0AA
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<b>Registered person</b>	Chestnuts Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Chestnuts Day Nursery opened in March 2003. It is situated in a prominent position in the suburban area of Longlevens, on the outskirts of Gloucester City Centre. It is also well placed for commuters working in Cheltenham. Local amenities include a library, community centre, shops and play parks. Links have been developed with the local school and a children's centre.

The nursery opens five days a week all year round, from 07.30 until 18.00 hours. Children can attend on a sessional or full-day basis. There are currently 153 children from three months to five years on roll. This includes 63 funded three and-four-year-olds. The nursery supports children with learning difficulties or disabilities.

The main nursery is situated in a converted detached property and comprises of seven play rooms. The children are cared for in age-related groups, each with its own base room. Children have access to an enclosed garden, which has its own play village, pets corner, planting plot and grassed area. The baby unit is housed in two playrooms in an adjacent bungalow. Children under two years have their own all-weather and grassed outdoor areas.

A large team of full and part-time staff work with the children, many of whom have early years qualifications. All staff working with the pre-school group hold level three qualifications and have attended foundation stage training. The setting receives support from a mentor from the Early Years and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is actively promoted throughout the setting. Procedures are in place to ensure that hygiene standards are maintained. Nappy changing facilities are of a good standard and hand-washing routines are well implemented. Children are provided with equipment and space so they can take part in regular exercise. Most children enjoy outdoor activities on a daily basis which means that they have regular access to the fresh air.

There is a member of staff trained in first aid present at all sessions and first-aid equipment is readily available. Parents have been asked for prior written consent to seek emergency medical advice or treatment. This means that children are treated appropriately following minor injuries. There is an exclusion policy and effective procedures in place to prevent the spread of infection if children fall ill.

Children's dietary needs are well catered for. Clear information is requested from parents and detailed records are maintained to ensure that specific dietary needs are met. Children are able to help themselves to water throughout the day and the emphasis on healthy eating contributes to children's balanced diet.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Named coat pegs, child-height displays and a low-level door bell contribute to the warm and welcoming environment provided for children when they arrive. Good levels of cleaning and maintenance mean that children are safe and comfortable. There are large, open play spaces for children of all ages with separate sleeping, dining and messy-play areas so children can move around freely and find spaces that meet their individual needs.

There is a wide range of resources available which generally support children's development. However, the youngest children are limited as there is only a small selection of resources made from natural materials available to them. Resources are generally presented at low level so children can access them for themselves.

Staff receive specific training so that they are able to identify and address risk appropriately. Ratios are maintained and children are supervised effectively to keep them safe. Fire drills are held regularly so staff and children know what to do in an emergency situation. Closed-circuit television is used to monitor children's safety as they sleep. A high priority is given to security. Doors are kept locked and gates are in place to ensure that children cannot leave the premises unsupervised. Parent's nominate authorised collectors and a password system is used to make sure that children are only discharged into the care of suitable adults.

Staff are trained so they are able to recognise the possible indicators of abuse. Current information is readily available to staff so they know what to do to safeguard a child who may be in danger.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children generally take part in a good range and balance of activities throughout the day, which promotes their all-round development. Staff are familiar with the Birth to three framework and the Foundation Stage guidance which helps them to plan an appropriate range of experiences for children.

All staff observe children regularly and use the information gained to help them provide activities to meet children's individual needs. Older children have access to a wide selection of experiences at any one time. However, babies are generally offered only one activity at a time which means that opportunities for them to make choices for themselves are limited. Babies under one year are not taken outside on a regular basis so they are rarely able to explore the natural environment for themselves. Older children enjoy exploring the well equipped garden and are able to investigate water, soil, sand and the natural world around them.

Children feel safe, valued and relaxed in the nursery. They play happily together and form attachments to staff and each other. The key-worker system is not yet sufficiently well established to fully support the needs of young babies. General care tasks are not always carried out by a consistent member of staff and parents are not made aware of who the key worker is which slows down the development of strong bonds between babies, their parents and staff.

### **Funded Nursery Education**

The quality of the teaching and learning is good. Children are making good progress towards the early learning goals. Senior staff have a clear knowledge and understanding of the foundation stage and the stepping stones. Some other staff members are not always clear about what children are intended to learn from specific activities. This means that they are less able to support children effectively at these times. Plans are clearly linked to the stepping stones and are based on staff knowledge of individual children and their progress. Children are grouped according to their age and stage of development so activities can be adapted accordingly. This means that challenges set are generally appropriate. The use of time is generally well planned so children have time to build on their interests and finish their activities successfully. Resources are used effectively to support children's learning. The assessment programme forms the starting point for the planning cycle. Staff use their observation of children's progress effectively to guide future plans.

Children display high levels of involvement in their activities, concentrating for sustained periods. They initiate interaction with others and confidently express their own needs. They relate to and make attachments to other members of the group, with some firm friendships forming. Children have an awareness of the boundaries set and are able to operate independently within the group. They demonstrate pride in their achievements, readily accepting praise and a sticker when they reach the pot of gold at the end of the rainbow reward chart.

Children's communication, language and literacy skills are developing well. They use gestures and words to communicate and ask simple questions such as 'what's that?' or 'where is it?' They use talk as they engage in imaginary play and listen carefully to distinguish one sound

from another. They enjoy books, handling them carefully and 'reading' from left to right. They use water, pens and paint to make marks. More able children can write their name to identify their work.

Children count confidently to 10. They use number names and language to discuss prices as they play in the role-play shop area. They recognise and name shapes, such as 'oval' to describe the shape of a beach pebble. They observe and use positional language correctly.

Children's knowledge and understanding of the world is increasing as they explore and investigate their environment. They examine objects such as shells to find out more about them, describing their texture, shape, colour and smell. They realise that tools can be used for a purpose, for example using a rolling pin to flatten clay. They know how to operate simple equipment, and use a computer mouse skilfully. They demonstrate their sense of time as they discuss past events such as holidays at circle time.

Children judge their own body space well and show respect for the personal space of others. They sit on the mat together at circle time, or wait for a friend to clear the end of the slide before taking their turn. They demonstrate an understanding of good practise with regard to health, putting on sun hats and cream before going into the garden to play.

Children explore media and materials and are able to recognise and name a variety of colours. They enjoy joining in with a variety of songs and are developing a repertoire from which to choose. They notice what adults do and imitate, making lists, collecting goods and paying at the checkout as they pretend to go to the shops.

### **Helping children make a positive contribution**

The provision is good.

Staff hold pre-care meetings with parents and keep detailed records to ensure that they are well informed about children's individual needs. They generally support children to make choices for themselves and provide positive images and multi-cultural resources which promote children's knowledge and understanding of the wider community.

Staff members have received specific training and individual development plans are implemented to support children with learning difficulties or disabilities. The nursery works closely with parents and other professionals to ensure that children receive the all-round support they need.

Children behave well. Staff manage their behaviour consistently and act as positive role models. Good behaviour is recognised and praised to encourage children to continue. Incident records are kept which ensure that parents are fully informed of issues arising.

The partnership with parents is good. Staff work with parents for the benefit of children. Parents are provided with clear information about the setting in the form of information packs, newsletters and notices on a bulletin board. Parent's evenings, daily diaries and regular reports keep parents informed about their child's progress. Staff actively encourage parents to share what they know about their child so they can be more effectively supported within the setting. Staff are approachable and friendly. Parents are encouraged to spend time in the nursery. Staff have a limited knowledge of legislation regarding the recording of complaints which means that parents do not currently have access to information about any concerns raised.

Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Procedures for appointing staff are generally robust so children are protected. All staff have references taken up, qualifications checked and suitability checks completed. However, there is currently no system in place to ensure that the ongoing suitability of staff is checked regularly.

Staff are suitably qualified to provide care for young children. The manager and deputy hold childcare qualifications relevant to their roles, and all staff have individual development plans in place. A well documented induction programme equips staff for their work.

The daily register is clear and up-to-date. It provides an accurate record of children's attendance. Records are stored appropriately so children's confidentiality is maintained. Documentation is routinely shared with parents. They sign entries to acknowledge that information has been shared. The certificate is clearly displayed so parents have access to information about the conditions of registration.

The leadership and management of the nursery is good. All staff have clearly defined roles. The management team ensures that staff are given the training and support they need. There are clear strategies in place to assess the strengths and weakness of the provision. There are regular team meetings and a staff appraisal system is in place. Managers are pro-active in seeking the views of parents. The quality of the funded nursery education is evaluated as the setting seeks advice from a Foundation Stage consultant and has formed useful links with some local schools. There is a clear commitment to ongoing improvement. The nursery regularly reviews it's self-evaluation and has clear strategies in place to address any issues identified.

The setting meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection two recommendations were made for the improvement of the provision. The nursery was asked to ensure that children's times of attendance are accurately recorded, and to make suitable resources accessible to the children. Significant progress has been made in these areas. Times of arrival and departure are now routinely recorded to ensure that an accurate record is maintained of children's daily attendance, and resources are presented at child height so children can now access them more easily.

At the last inspection of the funded nursery education the group was asked to monitor freely chosen activities and include outside play in plans to ensure that activities not only offer enjoyment, but also support children's development. Staff now routinely observe free play to ensure that children take part on a range of activities over time and include outdoor activities in daily plans to support all areas of children's learning.

The nursery was also asked to use assessments effectively to inform planning and to make greater use of children's profiles to provide evidence to support the assessment of children's progress and as a tool to aid parent's understanding of their children's learning. Staff now use their observations of children as a firm basis for future planning. They share information regularly with parents to ensure that they are well informed of their child's progress.

## Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standards 2: Organisation, 3:Care, Learning and Play and 12: Working in Partnership with Parents. This involved concerns that inconsistency in staffing had meant that children's emotional and social well being had not been cared for. The nursery provided Ofsted with information on how they had investigated and responded to the complaint. Ofsted then asked the nursery to conduct an investigation and report on how they ensured that parents were informed of nursery routines and procedures in relation to staffing and their partnership with parents. As a result of this, a recommendation was made with regard to National Standard 12. The nursery was asked to ensure that parents are informed of any updates or changes to policies and procedures. The nursery remains qualified for 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):

- continue to develop provision, both in and out-of-doors, so babies and toddlers are able to make more choices for themselves and have frequent opportunities to interact with a consistent adult throughout the day
- further develop knowledge and understanding of legislation regarding the recording and sharing of information about complaints
- further develop procedures to check the ongoing suitability of staff

### 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):

- ensure that all adults are aware of the learning intention for activities so they can support children more effectively

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)