

Chestnut Nursery

Inspection report for early years provision

Unique Reference Number	EY240677
Inspection date	25 February 2008
Inspector	Amanda Jane Gray
Setting Address	124 Chestnut Avenue, Forest Gate, London, E7 0JJ
Telephone number	0208 925 7858
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Registered person	Chestnut Nursery School (Newham) Ltd
Type of inspection	Integrated
Type of care	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.

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?

Chestnut Nursery opened in 2002. The nursery is privately run and operates from four main rooms in a converted detached house, situated in Forest Gate. The nursery serves a diverse local community.

There are currently 48 children from two to five years on roll. Of these, 13 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The group opens five days a week and all year round. Sessions are from 08:00 until 18:30.

The pre-school employs nine members of staff. Of these, seven hold appropriate early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures effectively. The staff team have a good knowledge and understanding of individual children's needs and cater for these well. Clear and well-maintained routines are in place to ensure children benefit from a clean environment. This is supported by good information given to parents regarding children's health issues such as exclusion times relating to childhood ailments, thus reducing the possible risk of cross-infection for children.

Children learn about healthy eating because mealtimes are well organised and afford children good opportunities to enjoy a variety of healthy foods that are good for them. Children are able to access fresh drinking water freely during the day, helping them to learn the importance of keeping their bodies hydrated. Information relating to children's dietary requirements, preferences and allergies are collated. As a result, children's good health is safeguarded. A sick child policy, clear accident procedures and most staff's up-to-date first aid training means that they can act in the best interest of children in the event of a medical emergency or an accident.

Children of all ages take part in a range of activities that promote physical development and coordination. Daily access to the excellent outdoor play space and resources ensures that children are developing large motor skills and good spatial awareness. For example, they learn about movement and spatial awareness by riding on the numerous trikes and push-alongs that are provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe in the setting. They are able to move safely around the learning environment throughout the day as staff have taken steps to ensure that most potential hazards have been minimised. Practitioners understand the need to be vigilant about children's safety and ensure this by the implementation of comprehensive written daily risk assessments and detailed health and safety policies and procedures across the provision. The temperature of the premises is currently too cold and impacts on children's ability to play and learn in a welcoming environment.

Regular practise of the fire drill ensures all children are familiar with procedures to follow in the event of an emergency. In addition, fire extinguishers are checked regularly. As a result, risks to children are identified and minimised promptly, contributing to children's welfare and safety. Procedures for recording accidents are good and ensure parents are informed promptly. All staff continue to develop their knowledge and understanding of issues and procedures relating to child protection contributing to children's safety.

The children's welfare is further protected as staff have a good awareness of child protection issues and have good knowledge and understanding of the correct procedure to follow should there be any child protection concerns. Comprehensive policies and procedures have been devised to support staff within this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and confident in the environment. They have established close bonds with staff who care for them, which increases their sense of well-being. Staff are very aware of their individual children; they offer a good level of support and assistance to children who require help in leaving their main carer. Children thoroughly enjoy their time spent at the nursery and achieve well due to the staff's understanding and use of early years guidance such as the Foundation Stage and 'Birth to three matters' framework. Staff use these, along with the very wide range of interesting and appropriate resources, effectively, to plan an interesting and stimulating range of activities which provide good quality care and education for children of all ages.

Children are able to select the toys and resources they wish to use from the range that is provided by the staff. Children are very comfortable within their environment and receive a good level and quality of support. Children make friends with their peers and they develop very good relationships with the staff team and one of the directors who visits the nursery regularly. All children play happily and older children initiate conversations and involve other children and adults in their play. Staff provide children with a high level of interaction both in planned and free play activities.

Nursery Education.

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use from the large variety available. Children develop their independence skills through a range of planned activities, toys and equipment. They are enthusiastic to assist in daily tasks, for example, tidying up and selecting stories to be read to the group. Children sit and listen well at group times; staff encourage them to put forward their thoughts and feelings, which they do with confidence such as ideas about what will happen next in stories that are not known to them. Children are well behaved and are aware of the expectations and boundaries in place, for example, not running in the room and sharing the toys and resources.

Children love books and stories and look at books on their own, in small or large groups with staff members. Children confidently join in with stories and anticipate what may happen next. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities. However, there are limited opportunities for children to link sounds and letters. Children count up to 10 and many count beyond this. They are confident in their use of simple calculations and have opportunities to use these skills each day, for example, counting the number of plates on the tables at mealtime and calculating how many more are required. Children use mathematical language in their play such as 'longer', 'shorter', 'above' and 'beside'.

There are some opportunities for children to develop their knowledge and understanding of the wider world. However, this is limited in regard to information and communication technology, sense of place, cultures and beliefs. Children move with confidence and safety indoors and outdoors. They enjoy and participate in a good range of physical activities to assist them in developing their large and small motor skills and learning how to keep themselves healthy. For example, through activities led by the nursery's fitness coordinator, who works at the provision on a regular basis. Children and staff enjoy singing songs together, particularly those with actions that they can join in with.

Staff find out about the child right from the beginning, through discussions with parents and other professionals who may be involved with them. They have a good awareness of the needs, interests and skills of the individual children in their care and use these to plan a stimulating and exciting range of activities. They assess and evaluate each activity and individual children's performance so that plans for the next steps can be adjusted accordingly. Children have opportunities to participate in a wide range of activities to enable them to progress through the stepping stones. Staff have very good knowledge of the Foundation Stage and plan well for children with a good range and balance of activities. The activities and experiences provided cover most areas of learning and meet the individual needs of the children. The teaching provides good levels of interaction and staff make good use of planned and naturally occurring situations to challenge and extend the children's learning.

Helping children make a positive contribution

The provision is good.

Children are happy and settled within the group. Staff are readily available at the beginning of sessions to support any children who may need help to settle. As a result children come happily into the group and become quickly involved in the ready-prepared activities. The younger children are developing their awareness of themselves and finding out what they can do. They are developing confidence in their physical skills and are secure emotionally, enabling them to express their needs.

The partnership between parents and carers is good. Children benefit from the positive partnership staff have developed with parents and carers. They are made aware of their child's progress and development. Parents and carers are warmly welcomed by staff; however, there are little opportunities for them to become involved in their child's learning.

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

Children are valued as individuals, treated with respect and encouraged to show kindness and respect to one another. Staff demonstrate a strong commitment to providing an inclusive service that meets the needs of all children attending the setting. Children are well behaved and respond well to the consistent praise and encouragement they receive from staff. They know daily routines and ground rules and enjoy being helpful, for example, helping to organise mealtimes. Children are polite and well mannered and this is promoted well. Children receive lots of praise and encouragement from the staff. They feel valued because staff take the time to listen to them and notice the good things they have done. Staff demonstrate a good understanding of the setting's procedures regarding behaviour management and implement these well.

Organisation

The organisation is good.

Children are settled and well cared for by staff who use their skills to provide stimulating and interesting activities. There are effective procedures in place for the recruitment and vetting of staff, with good contingency arrangements to ensure staffing ratios are maintained at all times. Staff deployment is good and staff work with children in small groups. Staff training needs are identified through regular meetings and some designated staff have specific roles of responsibility.

Staff effectively organise the playrooms with good consideration given to the suitability of toys and resources. They provide a warm and welcoming environment for children to learn and develop. There are many written policies and procedures for the effective management of the pre-school.

Leadership and management of funded children is good. There is a commitment to improving the care and education for all children. Staff work well as a team and management effectively monitors and evaluates activities to ensure the children make good progress in their development. As a result staff are very motivated and show genuine enthusiasm and love for their work with the children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to conduct risk assessments to manage workman being on the premises. This has been addressed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 rooms are maintained at an adequate temperature at all times.

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):

- extend opportunities for children to link sounds and letters
- develop the educational programme in regard to knowledge and understanding of the world with special regard to information and communication technology, sense of place and cultures and beliefs

- provide further information for parents about the Foundation Stage curriculum and focused activities, enabling them to become more involved in their children's formative years and extend their learning at home.

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