

# Chestnut House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY372432  
**Inspection date** 23/10/2008  
**Inspector** Suzette Butcher

**Setting address** Chestnut House, Church Road, Saughall, CHESTER, CH1  
6EN  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Chestnut House Day Nursery is a privately owned nursery and out of school club. It opened in 1984 and transferred to new ownership in 2008. The nursery operates from designated rooms within a converted building in the village of Saughall, close to the city of Chester. The premises are on two floors with limited disabled access to the first floor. A maximum 82 of children may attend the nursery and out of school facility at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The out of school service operates before and after school during term times and all day from 08.00 to 18.00 during the school holidays. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register, the Childcare Register and the Voluntary Childcare Register.

There are currently 68 children on roll within the Early Years Foundation Stage (EYFS). There are 15 members of staff, of whom, 10 hold appropriate early years qualifications and three are working towards a qualification. There is one member of staff that has a degree in Early Childhood Studies.

## Overall effectiveness of the early years provision

Children at Chestnut House are making steady progress within the EYFS. Observation and assessment systems are developing well, although they do not clearly identify next steps for individual children. Management demonstrate a strong commitment towards continual improvement. Self-evaluation systems identify and prioritise clear targets to improve the provision and outcomes for children. However, systems and changes within the staff team are in the early stages and their impact has not fully embedded. The friendly partnership with parents and carers creates an informal information sharing process although partnerships in children's learning and with other providers is not fully developed. Some aspects of inclusive practice and safeguarding procedures require improvement, but overall, children's welfare requirements are well met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the knowledge and understanding of key staff on inclusive practice and local safeguarding issues and procedures
- improve partnership with parents and carers in their child's learning and maintain a two-way flow of information with appropriate agencies and other providers
- improve observation and assessment procedures to identify next steps in learning for individual children to inform future planning and share with parents, carers and other providers.

## **The leadership and management of the early years provision**

Management identify clear goals and are strongly motivated towards providing high quality care and education. A number of improvements have been implemented since registration and further areas for improvement have been identified and prioritised. For example, appropriate floor coverings and brighter decor improve the indoor environment. Plans are also in place to reorganise the outdoor environment to improve the quality of experiences for children. However, many aspects of EYFS are in the early stages and systems are evolving with a sound impact on children's learning and development. There have been significant staff changes since registration and the structure of the management team is currently under review. The aim is to provide more quality time to support staff and families. Systems to involve the whole staff team in the monitoring and evaluation process has recently been introduced alongside whole staff team meetings. Staff appraisal systems have recently been reviewed and adapted to provide a more cohesive programme. Consequently, staff are beginning to work effectively as a team because they feel valued and involved within the setting. Staff are designated to take the lead responsibility for safeguarding children and coordinating learning disabilities and difficulties issues. They have attended basic training and applied for further training. Nevertheless, their current knowledge and understanding does not promote a fully inclusive practice or an up-to-date understanding of local safeguarding issues.

Robust employment procedures and comprehensive risk assessments are in place to protect children. Policies and procedures are reviewed on a regular basis to ensure that they are effective and inclusive for children and their families. Parents value the friendly, informal relationships they share with staff and feel involved and included in the nursery. However, systems to involve parents and carers in their child's learning and links with other agencies and providers are not fully developed to promote the integration of education and any extended services. There are effective links with the local primary school through the out of school care provision and involvement with the wider community is evolving.

## **The quality and standards of the early years provision**

Staff are developing their knowledge and understanding of EYFS through training and reflection on their current practice. Systems are evolving with aspects, such as identifying starting points when children join the setting, being introduced to establish a baseline for children's learning. Children's progress towards the early learning goals is adequately tracked through work examples, photographs and observations in their personal profile. Key workers regularly observe children as they play and record relevant observations to assess what each child knows and can do. This information is reviewed on a weekly basis to plan activities for the following week. Activities are subsequently evaluated to continually improve practice. However, planning is generally activity led and based on focus group activities. It does not identify appropriate opportunities for children's individual learning or development needs because staff do not clearly identify the next steps in learning for individual children. This has negative impact on children's overall development.

Children develop a strong sense of belonging within the nursery. Examples of their work, photographs and posters, are displayed to create an inviting and stimulating environment. A balanced range of suitable resources are available for children across the age ranges. They are organised to promote children's active, independent learning with, for example, low-level sand and water trays or treasure baskets for babies and toddlers. Children confidently help themselves to crayons and scissors to create pictures in the pre-school room. The organisation of continuous provision is extending to the outdoor play area to promote a free-flow of activities between the two environments. Children enjoy daily outdoor adventures when, for example, they find spades, put on their own wellies and coats and they decide to dig for worms. Babies benefit from fresh air and exercise as they access an adjacent sheltered outdoor area. Daily energetic exercise sessions further promote children's physical well-being. A balance of adult directed and child led activities are provided. Babies and children are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. They have fun exploring and experimenting with different sensory materials, such as shaving foam or shiny, crinkly paper. Language and communication skills are developed as children join in lively action songs or share stories. Aspects of children's learning are fostered which contribute towards their economic well-being. For example, they learn to solve problems together as they build a train and make a bridge out of large bricks or develop their computer skills.

Children share warm relationships with staff, with babies and toddlers enjoying lots of hugs and cuddles from their carers. Children happily share, take turns and play together cooperatively and they are considerate towards adults and each other. They are encouraged to understand and respect house rules as they follow clear boundaries or help to tidy away resources. Children are polite, well-behaved and staff act as positive role models. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children are helped to consider and value diversity. They have access to an adequate range of resources, play opportunities and activities, such as French classes, which reflect diversity and acknowledge cultural differences. The premises are safe, secure and close circuit television effectively monitors access to the building. Children's safety is given a high priority throughout the setting with all areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They remind adults that 'scissors are sharp' and 'germs are very, very small'. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to learn to follow a healthy lifestyle. For example, staff and toddlers sing a song about 'washing those dirty hands' before and after meals. Babies and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. Meals are well balanced, nutritious and are freshly cooked on the premises each day. Children, staff and parents are involved in reviewing and planning menus when the cook offers new recipes to sample and values their opinions. Staff sit with children when they are eating and meal times are relaxed social occasions, which children clearly enjoy.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration that required the provider or Ofsted to take any action.

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.