

# Chestnut House Kindergarten Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY301874
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Lynn Denise Smith
<b>Setting address</b>	45 Mill Road, Mile End, Colchester, Essex, CO4 5LE
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<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Chestnut House Kindergarten is privately owned and managed. It opened in 2005 and operates from a purpose built building in Colchester. A slight slope to the main door provides access to the building and three of the playrooms are situated on the first floor. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 88 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 08:00 to 18:00 throughout the year.

There are currently 200 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding areas. A number of children also attend a childminder, early years unit of the local primary school or pre-school. The setting is registered on the Early Years Register.

There are 29 members of staff, including the owner who manages the early years provision. Two of the staff are working towards Early Years Professional Status and a Qualified Teacher works at the setting each morning. Twenty-six staff hold other appropriate early years qualifications.

The setting is one of seven owned and run by the same registered providers. The setting has very good links with local schools and agencies connected with early years provision.

## **Overall effectiveness of the early years provision**

Overall, Chestnut House Kindergarten provides superb opportunities for children in the Early Years Foundation Stage to make progress in their learning and development and to have their welfare needs well-met. The staff team effectively provide a safe, secure and exciting environment for children to explore, which is appropriately risk assessed. All children are valued and have their individual needs recognised, celebrated and fostered through the effective planning and assessment procedures and through the close links developed with their parents. Rigorous procedures are in place for reviewing and evaluating the provision to ensure they continuously strive for excellence.

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

To further improve the high quality early years provision the registered person should consider:

- review the procedures for outdoor play to provide more opportunities for free flow.

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

The setting is managed and run by an effective staff team. The clear management structure includes the owners who play an active role, overseeing and supporting their staff, the area managers who float between the seven settings, the managers within each provision and the deputy and senior practitioners who hold specific roles of responsibility. The children are effectively cared for by a team of staff who are caring, committed and professional. Superb communication within the setting ensures that relevant information and messages are shared with everyone concerned.

Robust procedures ensure that all staff employed hold appropriate qualification and experience, are healthy and suitable to work with children and have had relevant suitability checks carried out. A good staff appraisal system enables staff to review their working practices and to identify further training needs. Excellent and thorough systems for reviewing and evaluating the setting are in place which involve staff and parents. Areas for improvement are identified through this process and implemented. The setting has developed close working relationships with a number of local schools and childminders and works effectively to foster links through which they can share relevant information about the children's achievements and progress.

Extensive written policies and procedures support the staff's practices and are seen being effectively followed by staff. Clear records and documentation is available for all children and staff and stored confidentially. Information about children's individual dietary and allergy needs are effectively shared with staff to ensure that all children remain safe and well.

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

Children are provided with excellent opportunities to make progress across all six areas of learning. Their welfare needs are superbly met by caring and dedicated staff to enable them to stay safe and healthy. Children's understanding of safety and keeping healthy is expertly promoted through the staff's clear directions and good role modelling. They are able to become independent young people with regards to their personal needs as each of the playrooms has an adjoining changing area and/or bathroom for easy access. Children are fit and active as they enjoy fresh air and exercise in the kindergarten garden throughout the day, every day. Opportunities for children to make informed choices about whether they play indoors or outdoors are currently limited as a system for free flow outdoor play has yet to be developed. Children thoroughly enjoy a full range of meals during their day which are well planned, nutritious and attractively presented. They are actively encouraged to develop independence at meal times as they help to serve their own meals, determining how much food they want and whether they want seconds and even third helpings. Snacks are provided for the children morning and afternoon which comprise of an excellent range of fresh fruit, vegetables and dried fruits.

Children play and learn in an extremely safe, secure and well-organised environment. They are appropriately grouped with their peers and cared for in brightly decorated and welcoming base rooms. Staff within the rooms organise their resources and furniture to meet the individual needs of the children and adapt resources and activities where appropriate. Children have superb opportunities to make choices over their play and to safely access the resources as all of the rooms provide opportunities for easy self-selection. Their environment remains safe at all times as staff carry out thorough risk assessments and daily checks. The setting offers exciting opportunities for outdoor play in the kindergarten garden. Children also have access to an enclosed nature garden where the pet guinea pigs live.

Extremely clear planning is implemented in each of the rooms to ensure that children are provided with a full range of stimulating planned and child-led activities. Children's interests are superbly fostered as staff translate their long and medium term plans into two weekly plans which are based around what the children are interested in and suggest. Clear and effective observations of the children are recorded in their individual learning journeys which track their progress. The observations are supported by excellent photographic evidence and examples of the children's writing and drawing. Children enthusiastically participate in a fantastic range of activities which covers all six areas of learning. They play in an environment which is extremely rich in print and have superb opportunities to learn to write recognisable letters. For example, older children write their own names in the signing in registers each day. Children of all ages have excellent opportunities to make marks and to develop their writing skills at their own pace. Children talk confidently to each other and to the adults supporting them, they relay real and imaginary experiences proficiently, for example, staff are told that 'Disneyland' is in the sky and you need a fairy to take you there. This discussion is expertly extended by the adult responding in an excited way and promoting the child's imagination further. Focussed learning activities are provided on a daily basis by the pre-school teacher. For example, children consider the concept of floating and sinking through a well organised and professionally presented activity. Children take it in turns to place an item into a container of water and talk about it's capacity to float or sink. Children respond excitedly to this activity and extend it by commenting that the items are not floating, they are 'swimming'.

Children are extremely well behaved as they are superbly supported and guided by the adults caring for them. They play and learn in a calm and relaxed environment where they receive praise and encouragement from the adults around them. Children's individual needs are superbly met and the setting provides an extremely inclusive provision for all children. Excellent procedures are in place to support children when settling at the kindergarten, for example, parents who speak languages other than English are asked to share important words with the staff so that they can communicate effectively with all children throughout the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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 the last inspection.

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.