

Chestnut Nursery Schools

Inspection report for early years provision

Unique reference number EY359395
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Inspector Sharon Henry

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Nursery School (Newham) Ltd registered in 2007. It operates from Woodgrange Infants School situated in a residential area of Forest Gate within the London borough of Newham. The group is registered for a maximum of 32 children under eight years; Within the full day care they are registered for a maximum of 16 children in the early years age group, and of these, none may be under three years at any one time.

For the after school club and holiday playscheme the group is registered for a maximum of 32 children under eight years; of these, not more than 32 may be in the early years age group, and of these, none may be under four years at any one time.". The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting will be open Monday to Friday from 08:00 until 18:00. The after school club operates from 15:15 – 18:00 and the playscheme operate 08:00 -18:00 term time only

There are currently 12 children on roll attending the full day care, all of whom are in the early years age group. Within the out of school care there are 52 children on roll, of which 32 are within the Early Years age range. Some children attend on a part time basis.

The nursery employs six members of staff including the manager, all of whom hold a recognised childcare qualification. The setting is in receipt of funding for free early education of children aged three and four years. The nursery is part of a children's centre.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and confident at the nursery. They engage enthusiastically in nursery routines and activities that are well organised and supported effectively by staff to ensure children are making good progress in their learning and development. Staff know the children well and generally respond sensitively to their individual needs. The entire staff team demonstrate strong commitment to improvement and regularly reflect on their own practice in order to identify ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop assessments to plan the next steps in children's developmental progress and regularly review this approach.
- develop effective systems of evaluation to promote an environment of

continuous improvement

The leadership and management of the early years provision

The staff are supported effectively by a strong management team, who oversee the smooth running of the nursery. Some robust recruitment and induction procedures ensure that children are cared for by appropriately vetted and qualified staff who are familiar with the range of policies and procedures that underpin good practice. However, insufficient information regarding employees' work history is recorded.

Overall, the nursery routines and activities support children in accessing interesting and challenging activities, whilst responding to their individual needs and care routines. Children are experiencing positive attitudes and skills for life. This includes learning to play together in harmony and work well together, taking turns and saying sorry with little prompting from staff members.

Children are well safeguarded. Detailed health and safety risk assessments are in place, including records and policies, all of which meet statutory requirements. Staff have regular training covering first aid and other aspects of care and welfare, which provides them with the skills to maintain the learning and development of all the children.

The nursery develops good relationships with parents through effective communication. Staff are available for discussion at the beginning and end of the day and also provide written information about nursery activities. Settling in procedures are particularly effective as parents are encouraged to work closely with nursery staff to ensure that children's individual needs are met and that staff are familiar with their home routines, likes and dislikes.

The management and the staff team work together closely to improve and develop the provision. They have started to develop systems for monitoring and evaluating their strengths and weaknesses in order to further develop outcomes for children.

The quality and standards of the early years provision

The children thoroughly enjoy their education and are keen to learn, eager to please and always try their best. The social skills the children are developing give a good indication for a positive future. Children are polite with both each other and staff throughout the inspection; they show they feel safe and very comfortable in a positive learning environment. For example, a group of children ask the inspector her name and show an interest in what she is doing. They use good manners, such as 'please' and 'thank you', to each other as well as the staff.

Children's welfare is given high priority and they respond easily to the friendly, caring approach given by dedicated staff. They mix happily with their peers and are clearly aware of daily routines, such as washing their hands before mealtimes. Children enjoy a variety of nourishing meals and snacks, such as carrot sticks,

hummus and a selection of fruit. Water is freely available and children are encouraged to help themselves. As a result they are beginning to appreciate the benefits of healthy eating and therefore can make healthy choices.

Children enjoy being creative as they participate in painting and sticking activities. They use a range of resources such as cutters and rolling pins to create different shapes and patterns, whilst playing with the play dough. Children use their imagination well, as they enjoy playing in the home corner. A group of children put on JBC hard hats and pretend to build a 'strong house'. They talk through the process and the tools they will need, such as wood, hammer and a screwdriver.

Children's communication language and literacy development is well supported. Staff spend time talking and listening to the children and show an interest in what they are doing and saying. Staff use every opportunity to engage verbally with the children. For example, when the children create a picnic using the resources from the home corner, the member of staff joins in as the children discuss what foods they are going to have at the picnic. The setting uses strategies, such as 'beat baby,' which is a furry monkey and is known to the children as 'BB', which involves children taking 'BB' home for the weekend and then sharing their weekend adventures with their peers.

There are many opportunities for children to develop their literacy skills as they are encouraged to write their names on their art work. Good use of labelling within the nursery environment and the use of name cards help children recognise that text carries meaning. Children are beginning to learn about the wider world, for example, they are learning about different planets, using paper mache to recreate their own solar system. A self portrait display shows children have access to 'people paints', allowing children to create different skin tones. This promotes inclusion and helps children develop a positive self image of themselves and others. The setting have developed community links, as children participate in community events such as charity walks, where they fundraise for those less fortunate than themselves.

Staff observations of children help them to assess the progress which children are making. However, the system to move children onto the next stage of their development is not fully effective. For example, children's next steps are clearly identified, but are not always implemented.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.

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.