

Chestnuts Day Nursery, Barnwood

Inspection report for early years provision

Unique reference number	EY379310
Inspection date	27/08/2009
Inspector	Shirley Ann Jackson
Setting address	148 Barnwood Road, GLOUCESTER, GL4 3JT
Telephone number	01452386888
Email	info@chestnutsdaynursery.co.uk
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 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

Chestnuts Nursery Limited opened in May 2009. It is one of two nurseries owned by Chestnuts Day Nursery Limited. It is registered on the Early Years Register and can accept up to 68 children in the early years age group, of whom, no more than 18 may be aged under two years, at any one time. The nursery is situated on the main Barnwood Road, in Barnwood, a suburb of Gloucester. It is well placed for commuters working in Gloucester or Cheltenham. Local amenities include shops, parks and a library in the adjacent area of Hucclecote.

The nursery occupies a large detached property with facilities set over the ground and first floor levels. Disabled access and toilet facilities are available on the ground floor. Children are cared for in age-related groups, with young babies and pre-school groups on the ground floor and one to three-year-olds cared for within first floor rooms. Outside there is an enclosed garden with vegetable plot, grassed area, all weather area, planting area and 'secret garden'.

The nursery is open all year round Monday to Friday from 07.30 until 18.00. Children can attend on a sessional or full day basis. There are currently 142 children on roll aged from six months to four years. A team of 11 full and part time staff work with the children. Of these, the manager holds the Early Years Professional status and seven other staff are qualified to at least level 2 in childcare. In addition a cook and gardener are employed at the setting.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff recognise children as unique individuals and ensure that their care needs are suitably met. However, those with English as an additional language are not fully supported to become fully included or to make sufficient progress in their learning and development. Staff promote most aspects of children's welfare with success. Partnership with parents is strong with effective systems in place to share information and seek their views. Self-evaluation is undertaken and staff have identified a number of areas for further development.

What steps need to be taken to improve provision further?

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

- provide resources and furniture to encourage young children to bear their weight, 'cruise' round the room and to support them as they begin to stand and walk
- ensure that every child is fully included regardless of their home language and ensure staff celebrate and include the cultures and backgrounds of all the children attending
- ensure that observation and assessment records are systematically completed by all staff and are used to highlight and clearly identify what

interests individual children to enable staff to plan appropriate and realistic experiences

- increase the resources, equipment and experiences offered outdoors to ensure that all areas of learning are available to children

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare)

31/08/2009

The leadership and management of the early years provision

The nursery has comprehensive policies and procedures in place. However, these are not fully reflected in daily practice to ensure the needs of all children are met. For example, children with English as an additional language are not recognised by staff as requiring additional individual support or the provision of resources reflecting their cultures. Consequently, children in this group are not fully able to participate in activities. For example, when taking part in a singing activity children sing the songs in their first language. Staff do not encourage this as a way of introducing different cultures and backgrounds to the other children attending.

Risk assessments are in place for the premises and for the garden area to help to keep children safe. However, there are no risk assessments in place for the occasional walks which staff take with the younger children. The range of toys and resources in each room are suitable. As the nursery has only been open for a few months management and staff continue to identify further resources which would be of value to the children. A number of resources are stored in low level storage units which children can independently access. Children are effectively safeguarded through detailed policies and procedures, a designated member of staff for this area and staff knowledge and understanding of the issues and processes. Daily care routines are already well-established to promote children's health and well-being. For example, sleeping children are monitored through physical checks as well as a visual monitor, staff follow appropriate nappy change routines and children willingly wash their hands before they eat.

Partnerships with parents and carers are well-established. Parents are given good quality initial information and are encouraged to share what they know about their child through an effective settling-in period. This helps to ensure that individual care needs are identified. Ongoing information is then shared through informal feedback, daily sheets, diaries, notice boards and newsletters. A recent parent questionnaire sought the views from parents on the nursery and asked for their thoughts on what could be improved. Children were also asked, with the help of their parents, what they liked to do at nursery. Parents spoken to at inspection are happy with the care offered to their children. Links with other settings have been tentatively formed as the nursery has only been open for a few months.

The quality and standards of the early years provision

Children arrive happily at the nursery and are soon busy with their chosen activities from available resources. Children benefit from staff interaction and involvement in their play. For example, staff join in enthusiastically with the parachute games. Most staff demonstrate a sound knowledge of how young children learn and develop. A systematic observation programme has been put in place throughout the nursery to ensure that all children are observed on a regular basis. Some staff are managing this successfully to identify children's current interests and to plan for their next steps. However, some staff are less successful at this due, in part, to the number of children in each group. This leads to variations in the quality of the knowledge and recording of progress and in the identification of children's interests and their next steps.

Young children express their feelings within warm, mutual, affirmative relationships with their key person. For example, babies beam with pleasure when they see their key person, whilst others put their arms up, secure in the knowledge they will be picked up. However, young children do not have sufficient resources or furniture to support them as they begin to pull themselves up to stand, bear their own weight or 'cruise' round the room. Children have a sense of belonging as their photos are displayed by their coat pegs. Children feel pride in their achievements, for example, as they proudly show off their art work. Children of all ages enjoy stories and access to books. All children confidently communicate with adults and each other. For example, babies and toddlers enjoy making sounds and sometimes add gestures. For example, saying 'shh' and putting a finger to their lips when another child was asleep. Children's early maths skills are developed through exploration of shape, size and capacity. Children of all ages are able to enjoy independent imaginative play based on their own home experiences. For example, they enjoy making cups of tea and sweeping up. Children find out about the natural world as they enjoy daily outdoor play. They also help to plant and take care of the vegetables in the nursery vegetable garden. Here they grow carrots, onions, peas and tomatoes and older children help to prepare these to eat as they shell the peas for the cook. Children have opportunities to develop an awareness of information technology. For example, the babies play with toy mobile phones which light up and make noises and the older children have access to computers.

Children are beginning to learn how to keep themselves safe as they are reminded by staff to stand back from the swing when another child is playing on it. All children have daily opportunities to enjoy the outdoor area. Here their large physical skills are developed as they ride wheeled toys, play on the swing and seesaw and run around in the open space. They learn how to cooperate and work together as they play with the parachute. In the 'secret garden' children are able to creep under some fencing to a quiet, overgrown area which the children use as a den or for some quiet time. However, the range of resources and equipment outdoors does not give children the opportunities to independently enjoy experiences over all areas of learning. For example, there are no books freely accessible and mark making resources are limited to chalks. Children develop their understanding of healthy eating through provision of freshly cooked and prepared

meals and snacks. During the day, most children have independent access to fresh drinking water. Children behave well in response to staff expectations. Children's understanding of the wider world is not yet fully promoted or extended. For example, children are not fully celebrating the current nationalities and languages within the nursery.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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