



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY246995

DfES Number:

INSPECTION DETAILS

Inspection Date 15/02/2005
Inspector Name Linda Janet Witts

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Chestnuts Day Nursery
Setting Address 82 Church Road
Longlevens
Gloucester
GL2 0AA

REGISTERED PROVIDER DETAILS

Name Chestnuts Day Nursery Ltd 4504842

ORGANISATION DETAILS

Name Chestnuts Day Nursery Ltd
Address 82 Church Road
Longlevens
Gloucester
GL2 0AA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Chestnuts Day Nursery opened in March 2003. It is situated in a prominent position in the suburban area of Longlevens, on the outskirts of Gloucester City Centre. It is also well placed for commuters working in Cheltenham. Local amenities include a library, community centre, shops and play parks. Links have been developed with the local school and opportunity centre.

The nursery opens five days a week all year round, from 07.00 until 19.00 hours. Children can attend on a sessional or full day basis. There are currently 109 children from three months to eight years on roll. This includes 30 funded-three-year-olds and 20 funded-four-year-olds. The nursery supports children with special educational needs.

The nursery premise is a converted detached property and comprises of seven play rooms. The children are cared for in age-related groups, each with its own base room. Children have access to an enclosed garden, which has its own play village, pets corner, planting plot and grassed area.

A large team of full and part-time staff work with the children, many of whom have early years qualifications. All staff working with the pre-school group hold level three qualifications and have attended foundation stage training. The setting receives support from a mentor from the Early Years and Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Chestnuts Day Nursery provides good quality education and children are making generally good progress towards the early learning goals. Their progress in personal, social and emotional development, communication language and literacy and mathematical development is very good.

Teaching is generally good. Staff have a good understanding of the Foundation Stage, early learning goals and associated developmental stepping stones. They plan an interesting range of activities, which the children enjoy and enable children to choose some activities for themselves. Staff support children with special educational needs well. Written plans are linked to themes and focused activities. Plans do not include outdoor or free play activities or clear learning objectives for suggested extension of activities. The indoor and outside play environments are attractive and well equipped. Time is utilised well. Staff know the children well and challenge them through questioning. They encourage good behaviour and foster children's self-esteem; resulting in a calm, happy environment conducive to children's play and learning. Children's profiles include assessments of progress but little evidence to support them.

Leadership and management are generally good. The owners and staff team are fully committed to improvement. Staff have good access to training and the leader has non-contact time to plan and evaluate practice. The system for monitoring the curriculum does not always ensure sufficient coverage of all areas of learning. High adult to child ratios enable individual support for children as appropriate. The leader fosters team spirit and works closely with her enthusiastic staff.

Partnership with parents is generally good. Parents receive good information about the planned curriculum and are introduced the Foundation Stage. Staff promote two-way communication and provide written progress reports. Other methods of sharing children's progress have not been considered.

What is being done well?

- Staff are enthusiastic in their roles. They demonstrate a sound knowledge of the Foundation Stage, early learning goals and associated developmental stepping stones. They plan interesting activities and give children plenty of opportunities to talk and pose questions to promote children's language further and their thinking.
- Children's personal, social and emotional development is promoted well. The children have developed strong relationships with staff. Staff encourage good behaviour, foster children's self-esteem and encourage them to be independent.

- Staff promote children's mathematical development through planned practical activities and by drawing out mathematical learning in other activities. They ensure that children's experiences of mathematics are enjoyable and meaningful.
- Staff have created an attractive learning environment for children. Outside areas offer an exciting wealth of play opportunities. The play village with its own police station, store, realistic signposts, working traffic lights and roadway promote physical and imaginative play. Children are able to grow flowers and vegetables in the planting area and help to look after the nursery pets.

What needs to be improved?

- monitoring of freely chosen activities to ensure that activities are not only enjoyed by the children, but that they support children's development across the curriculum
- planning to ensure that plans for outdoor play are included
- use of assessments to inform planning, building upon what the children already know and can do, ensuring that suggested extension of activities includes learning objectives for more able children
- the use of children's profiles to provide evidence to support assessments and to use as a tool to aid parents understanding of their children's learning

What has improved since the last inspection?

Not applicable as this is the nursery's first funded nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and enthusiastic in their learning. They develop good relationships with their peers and staff and show concern for younger children. They select resources and concentrate hard as they engage in activities. Children are well behaved, are patient, take turns and use good manners. They demonstrate personal independence and help to maintain the nursery environment. Children are keen to talk about their families and show interest in the lives of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three and four-year-olds talk confidently. They initiate conversation, including with unfamiliar adults. They express their needs, talk through what they are doing and recall personal experiences. Children listen to stories and rhymes attentively and join in. They see print around them and handle books carefully, taking an interest in illustrations. Older children hear and say the initial sound in words. Children freely access writing implements and mark make for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enthusiastically count irregular arrangements of objects, within their play. They compare and calculate and more able children are keen to offer solutions to problems. Children use mathematical ideas; they select resources by shape and size to fit, such as completing jigsaws and dressing dolls. They talk about quantity whilst cutting fruit and share out pieces. Children talk about the shape of everyday objects and use mathematical language. They make patterns and follow sequences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and are interested in how things work. They examine natural materials such as fruit and show care for living things. They grow, tend, cook vegetables and enjoy eating their produce. They feed and observe birds in the garden. Children construct with a range of materials using their own design ideas. They do not have regular opportunities to operate simple equipment or programmable resources. Children are introduced to different cultures through celebration of festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence. They do actions to rhymes, bend, stretch and jump. They negotiate space and respect the personal space of others. They propel or pedal wheeled toys skilfully. They use hoppers, balls and balance beams and learn to throw and catch, developing ball skills. They do not regularly climb. Children cut competently with scissors and knives, carry equipment safely and manipulate small resources. Children demonstrate some health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to draw, paint using different techniques, make clay creations and enjoy tactile experiences, but they are not regularly able to access such activities freely. Children sing songs from memory and alter the sound of their voices. Some children make up their own songs. Children use their senses and engage in imaginative play based on their own first hand experiences. They also dress up and role-play as imaginary princesses and monsters, utilising resources as props.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- monitor freely chosen activities and include outside play in plans, to ensure that activities are not only enjoyed by the children, but that they support children's development across the curriculum
- use assessment effectively to inform planning, building upon what the children already know and can do, ensuring that suggested extension of activities includes learning objectives for more able children
- make greater use of children's profiles to provide evidence to support assessments of children's progress and as a tool to aid parents understanding of their children's learning

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.