

The Chestnut Tree Day Nursery 2004 Ltd

Inspection report for early years provision

Unique reference number

EY300179

Inspection date

07/02/2011

Inspector

Justine George

Setting address

6a Nuxley Road, Belvedere, Kent, DA17 5JF

Telephone number

01322 463626

Email

chestnutnursery@btinternet.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Chestnut Tree Day Nursery has been registered since November 2004. It is registered on the Early Years register and both parts of the Childcare register. It operates within an open plan building where children are grouped according to age, within three base rooms. The premises are situated in the Nuxley Village shopping area in Upper Belvedere. A maximum of 58 children may attend the nursery at any one time, 34 of which may be aged under three years, of whom 21 may be under two years, at any one time. The nursery is open each weekday from 07:30am to 6:00pm all year round. All children have access to the outdoor play area. The nursery is set out over one level, although access to the garden is by stairs.

There are currently 89 children aged from 8 months to under 5 years on roll. Children attend full and part-time sessions. Three and four-year-olds receive funding for nursery education. The nursery serves the local residential area with a few families travelling in to the nursery from other areas. The nursery supports children with special educational/ additional needs, and those with English as an additional language.

The nursery employs 21 members of staff, including a part-time teacher, a French teacher, a breakfast assistant, cook, and additional bank staff. There are currently 16 staff working directly with children. Most are qualified at level two and three, and one staff member has a level four childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in an environment which is light, airy and exciting as there are a good range of toys and activities for them to explore. Children make steady progress in their learning and development. Although current observation methods are infrequent and staff do not effectively extend and provide opportunities for children to pursue current interests. The staff team are enthusiastic and caring and have developed positive relationships with both children and families. The setting is keen to maintain and drive improvement using self-evaluation. They have identified areas for improvement and are working towards developing different aspects of practice.

What steps need to be taken to improve provision further?

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

- observe child-initiated play including repeated play patterns and make-

believe play and consider using the Principles into Practice cards to plan and provide resources to enable children to pursue their current interests both inside and outside

- consider developing systems for practitioners to work together to identify and provide better learning opportunities for children
- plan the environment so it reflects children's home backgrounds and cultures
- foster children's enjoyment and capabilities of mark making and writing by providing interesting and stimulating play opportunities, for example in role-play areas or making signs to assign real purpose
- develop a systematic and routine approach to using observation so it is part of everyday practice to ensure children's interests are pursued

The effectiveness of leadership and management of the early years provision

The procedure for recruitment and ensuring staff suitability is sound. Staff have had the required checks carried out to ensure their suitability in working with children and they are aware of the procedures for protecting children from unvetted adults. The premises are safe and secure. This has recently been improved with a buzzer system and the fencing off of the entrance hall area, thus ensuring children's safety. In the event of any accidents, children are well protected as a high majority of the staff team have kept their first aid knowledge up-to-date. All staff are aware of the procedures for recording accidents which are shared with parents. Regular risk assessments are carried out which ensures children's safety as most hazards are identified and minimised. Although the positioning of some furniture and mats on the floor, pose a tripping hazard for young children. All the required documentation is in place to ensure children are cared for in line with parent's wishes and preferences. This ensures their physical health needs are adhered to and in the event of an emergency, parents can be contacted easily. Most staff have sound knowledge of child protection safeguarding issues or are aware of where to seek further information. They have good knowledge of the possible signs and symptoms that may indicate that a child is at risk of harm. In the event of any concerns, information is shared with senior staff and the correct referral procedures are followed. As a result, vulnerable children are protected.

Partnerships with parents are good and continue to develop. The setting provides good information about its responsibilities in caring for children through sharing policies and procedures. Regular information about forthcoming events is shared and the setting has recently introduced a parent's forum offering support and systems to seek their views and ideas of how to improve the provision. Through self-evaluation, the setting is committed to strengthening partnership work further by ensuring that parents are well informed of the framework for children's learning and development. Systems are also in place for more formal meetings to take place on a regular basis to share children's progress. The setting works in partnership with other professionals who may be involved in the care of children to ensure consistent methods are applied in supporting children with additional needs, promoting inclusion. The nursery also employs a part-time early year's teacher who works with pre-school children. However, systems are not in place for practitioners to work together to share information about children's learning.

Therefore, more able children who demonstrate good literacy skills are not challenged or stimulated consistently by all staff.

Equality and diversity is suitably promoted in the setting. Staff are aware of children's culture and additional languages spoken at home, their individual needs, and family/ cultural preferences. Children learn about diversity through some of the resources and the celebration of different festivals. The nursery cares for many children from European and African backgrounds, but the environment does not reflect this, thus limiting the opportunities for children to fully develop a sense of personal identity. Through self-evaluation and partnership with the early year advisory teacher, plans are in place to review planning and observation assessment, but this has not yet implemented in practice.

The quality and standards of the early years provision and outcomes for children

Children are making steady progress in their learning and development. They explore a good range of activities and experiences, and topics are planned to further develop children's understanding of the world around them. The staff team engages well with children, initiating and developing conversation and asking questions, although these are sometimes repetitive, with heavy focus on basic concepts of colour, number and shape. The environment is stimulating with many mobiles, posters, photos, labels and some of the children's creations, although the latter is minimal and does not show the capabilities of children's skills. Children have access to a good range of equipment and are able to access toys to further develop their play ideas. As a result, gender stereotyping is minimized, and children show confidence and independence. This is further promoted as older children have free flow of different areas within the setting, for example the book and computer room and creative area. Children manage this exceptionally well, showing maturity and making full use of their time in the setting. Children are developing skills for the future. They use information technology equipment of CD players and computers independently. Children operate simple games using the mouse and keyboard. Very young children enjoy push button toys which trigger light and sound responses. However, opportunities for children to develop different language and literacy skills in a variety of challenging and interesting ways are limiting.

Planning and observation systems are satisfactory. Staff plan various topics for children to explore, for example, winter themes and at present, recycling. Many activities are planned to promote the topic and in addition children have opportunities to choose what they would like to play with. However, staff evaluate topic based and adult-led activities only. As a result, child-initiated play is not observed or pursued, thus preventing children from fully exploring their specific interests. For example, children's repeated play patterns, their interest in the Gruffalo story or picnic role play is not identified or planned for. Furthermore, observations of children's learning and development are infrequent. Thus, this does not provide sound evidence to ascertain if children have achieved certain skills or concepts which can be applied in a variety of situations.

Children's health is well promoted. Consistent hygiene routines are applied throughout the day during nappy changing times, the serving of meals and snacks and the premises are clean and hygienic. Children also regularly wash their hands to minimise the spread of infection. Children have good opportunities for fresh air and exercise promoting active lifestyles. Children routines are consistent to ensure their emotional well-being. They snuggle in with staff for cuddles and sleep in cots or on mattresses with clean bedding. Staff regularly check sleeping children to ensure their comfort and safety. Children's nutrition is well promoted through the preparation of fresh, home-made meals. Adults caring for children as well informed of any dietary needs which are accommodated. Children enjoy fresh fruits and various carbohydrate snacks to maintain energy levels. Children are also well hydrated as they can access fluids throughout the day.

Children feel safe and show a strong sense of belonging in the setting. Each child has a key person to support them during the day which gives them a sense of security. Children are well behaved as they have many experiences to explore, thus they are stimulated. Staff manage children's behaviour well by talking with them to develop their understanding about the thoughts and feelings of others, and the consequences of their actions. For example, if children are using equipment inappropriately, they are encouraged to think about what might happen. As a result, children know they might be hurt which develops their awareness of personal safety. Children are making a positive contribution as they help with tidying up time, looking after the environment and the equipment. The current topic of recycling supports children in becoming resourceful and develops their awareness of how to care for the environment. The setting also plans for visitors from the community to come on and share their experiences about the world of work, therefore developing children awareness about people who help us in the community.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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
--	-----