

Chestnuts Day Nursery

Inspection report for early years provision

Unique reference number

EY246995

Inspection date

21/02/2011

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Chestnuts Day Nursery opened in March 2003. It is one of two nurseries owned by Chestnuts Day Nursery Limited. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 77 children under eight years, of these, not more than 77 may be in the early years age group, and of these not more than 21 may be under two years at any one time.

The nursery 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 a children's centre.

The nursery opens five days a week all years round, from 7.30am until 6.00pm. There are currently 148 children in the early years age group on roll. This includes 45 children under two years of age and 52 funded three and four-year old children. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language.

The main nursery is situated in 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, covered patio area, grassed area and planting plot. The baby unit is housed in two playrooms in an adjacent bungalow. Children under two years have a covered patio area and grassed outdoor areas.

A large team of full and part-time staff work with the children, many of whom have early years qualifications. Staff receive support from a mentor from the Early Years and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a relaxed environment where bright, cheerful rooms and easily accessible resources contribute to children's learning and development. Children are happy, feel safe and enjoy their time at the setting; they are active learners and have built good relationships with their key person. Some development on the links between planning of activities and observations is required. Detailed information is shared with parents' and there is a good partnership between the staff and parents. Some parental details are not fully in place. The self-evaluation process has been completed and this has been detailed and effective and both staff and management work closely together to provide good quality childcare.

What steps need to be taken to improve provision further?

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

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 21/03/2011

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

- develop the links between sensitive observational assessments and planning of activities that include children's next steps and interests, so that all adults are able to offer support and extension to children's learning and continue to meet all their individual needs
- organise lunch times in order to promote older children's independence and so they do not have to sit and wait, and so that a pleasant learning experience is provided.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are clear about procedures to follow to help safeguard children in their care. Existing injuries are recorded, but due to the way they are filed these are not always easy to track. Clear accident and medication records are kept and shared with parents on the day. All necessary parental permissions are in place. However, information about who has legal contact with a child, and parental responsibility for a child, is not obtained in advance of children starting at the setting. All staff are suitably checked. Security of the building is good and detailed risk assessments help staff keep children safe when on the premises. All visitors' identification is checked and their attendance recorded. Clear records of both staff and children's attendance are kept.

Resources are easily accessible, balanced and used effectively to help children learn and develop. Staff have a good understanding regarding how to include children who attend with English as an additional language, and they offer good support for children who attend with special educational needs and/or disabilities.

There are good partnerships with parents. They receive detailed information through both verbal and written information. Notice boards around the nursery keep parents informed about the routines, menus, sleep times of children and their food intake. Key person details are also displayed. Parents spoken to were very happy about the care provided and the information they receive. All parents spoken to know their child's key person and commented on how approachable the staff are and how happy their children are. Partnerships with other early years settings that children attend are developing well and information about children's

development is regularly shared with them.

The self-evaluation process has been completed effectively with areas to develop and improve identified. Recommendations from the last inspection have been completed successfully and demonstrate a commitment to improve. The staff work hard together with the management, and strive to provide good quality childcare.

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

Children are cared for in a relaxed environment where bright, cheerful rooms and easily accessible resources contribute to children's learning and development. Children are happy, feel safe and enjoy their time at the setting; they are active learners and have built good relationships with their key person. Staff are kind, caring and obviously enjoy being with the children.

The youngest children are cared for in a caring environment with staff who take great care to accommodate their individual needs well. Children's individual routines are respected and they are able to rest and eat according to their needs. Lovely interactions between the staff and children help them in developing their language skills. They are able to have free flow between the rooms and select their own resources. Children enjoy looking at books alone and with staff. They take part in music activities and enjoy singing along with the staff. Staff have good nappy changing routines in place.

The two and three-year-old children enjoy being able to have free flow between the rooms. They are able to select their own resources and enjoy water play pouring and filling containers. They enjoy painting, role play, looking at books and singing songs. Staff are calm and caring towards the children and obviously know their key children well. Children are beginning to learn about good personal hygiene routines and understand why they need to wash their hands before meals and after using the toilet.

Older children enjoy free flow between rooms. They take part in role play, developing technology skills through the use of an interactive board, and creative play including sand and water play. Books are easily accessible and children enjoy looking at books together with staff and alone. Children develop their imagination well as they play and interact with each other and the staff. Children thoroughly enjoy listening to a member of staff telling them the story of 'Goldilocks and the three bears' without using a book. She keeps the children fully engaged and they take part in actions with the story as it progresses. Lovely interactions between staff and children occur naturally as they play. Staff ask open questions to help children think and problem solve. Children are able to count confidently and recognise colours and shapes. Children develop their imagination well through role play and dressing up, they organise their own games and interact well with their friends.

All children are beginning to learn about healthy lifestyles. They have regular

access to the outside play area and outings around the local area are also taken. Children understand about healthy eating and enjoy both snack and meal times. During snack time, the older children are able to select their food and drinks. However, at lunch times children sit until they are all ready before they are given their food. Consequently, children tend to have to wait a long time until their food is brought to them by the staff and cook. This means that older children's independence is not fully promoted, although they are encouraged to pour their own drinks. All children do sit well at both meal times and snack times and say 'please' and 'thank you' with little prompting from the staff.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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