

Chestnut Nursery School at Tollgate

Inspection report for early years provision

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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

Chestnut Nursery School at Tollgate registered in 2006. It is privately run and part of a group of nurseries owned by Chestnut Nursery School Ltd. It operates from one open plan play room on the ground floor of Tollgate school, in the London borough of Newham. All children have access to a fully enclosed outdoor play area. The nursery is open Monday to Friday, all year round, from 8.00am until 6.00pm. They are registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery provides full day care and a breakfast and after school club for a maximum of 29 children at any one time. Currently, there are 36 children on roll, some in part time places. There are 15 funded places for three and four year olds. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. There are currently eight members of staff employed, including the manager, all have relevant childcare qualifications. The setting receives support from various professionals based in the school and local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes most aspects of children's welfare and development to a good standard, although not all required documentation is in place as required. Overall, children are safe and well cared for in the welcoming and inclusive environment. Strong partnerships with parents help ensure children make good progress in their learning given their age, abilities and starting points. The management and staff team regularly reflect on the provision and are taking positive steps to identify priorities for future development. This includes the planning and observations records to ensure that the self-evaluation process is emerging well to bring about continuous improvement.

What steps need to be taken to improve provision further?

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

- regularly review the risk assessment, at least once
year, and include in the record the date of review and
any action taken following a review or incident
(Documentation) 17/03/2011

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

- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and increase the involvement of

parents in decision making and their child's ongoing learning and development

- record details of regular evacuation drills in a fire log book, including any problems encountered and how they were resolved
- further develop the planning and recording of children's progress to consistently show how the next steps are consistently followed up

The effectiveness of leadership and management of the early years provision

Overall, children's welfare is effectively safeguarded. An effective recruitment and induction programme, in conjunction with comprehensive vetting procedures, ensures that all adults working with children are suitable to do so. The majority of staff, including the designated persons, have attended safeguarding training. They are fully aware of their role and responsibility for recording and reporting concerns, in line with Local Safeguarding Children Board procedures. This is reflected in the comprehensive range of policies and procedures that have recently been reviewed and shared with staff. Staff are vigilant and ensure children remain safe in the nursery. They implement appropriate procedures such as ensuring visitors sign in, covering radiators and closely supervising children at all times. Children are relatively safe because daily checks of the environment take place, including for outings and trips. Through these daily safety checks most risks and hazards in the children's bathroom have been identified and the documents have been updated accordingly; however, the record of risk assessment is not maintained as required, which is a breach of a specific legal requirement. All other mandatory documentation required to promote children's health, safety and well-being is in place; these include accurate attendance registers, medication and accident records. Clear evacuation plans are in place and regular fire drills are routinely carried out and discussed with the children as part of the procedures for the main school. However, the nursery does not currently keep records of these to allow for the procedures to be evaluated for efficiency purposes. Good quality resources, most of which are well maintained and freely accessible, ensure babies and children are able to make independent choices, thus creating an enabling environment. Staff are experienced and work well together as a team. They share tasks and responsibilities, for instance, snack time or small group activities. This ensures that the daily routine runs smoothly and enables children to develop good relationships with staff through regular contact and a key worker system.

The manager and staff team make good use of feedback from parents, the school and the local authority to review and evaluate the provision. This means that areas for future development are well considered through regular audits and questionnaires. Actions taken are well targeted to lead to improved outcomes for children; for instance, changing the layout of the play room to provide safer and more suitable space for babies to explore; and improving the storage facilities in the outdoor play area, so that children benefit from a wider range of experiences throughout the day. Consequently, the management team have a clear vision for the future and plans are in place for further developments. During the flexible settling-in programme staff work closely with parents, to ensure they have a good understanding of each child's background and needs and provide appropriate

support where required, so that equality and diversity is effectively promoted. Overall, partnerships with parents and the level of involvement between adults is satisfactory. The staff provide daily verbal feedback and a daily diary for babies, which outlines their child's welfare needs and briefly provides parents with the activities they have participated in for that day. However, the two-way flow of information about all aspects of children's care, learning and development is not sufficiently developed to fully benefit children's care and learning. Parents are warmly welcomed into the setting. Informative and attractive notice boards are available that display a wide range of information, including policies and procedure, photos and details of each staff member. Parents views are valued and they are encouraged to share their skills at the nursery; for example, a parent who works as a security officer and another parent who works with people with hearing and visual impairment, came into the nursery with props to talk to the children about their roles. They are kept up to date through monthly newsletters, written diaries for babies and formal meetings to discuss their child's progress twice a year. However, at present parents are not encouraged to make a contribution to their child's observation file or to be actively involved in agreeing and reviewing the next steps of their child's learning, so that information from home is fully included in the process. Partnerships with others to benefit the children are well established. This includes the local early years team, teachers within the school and agencies that support children with special educational needs and/or disabilities. This ensures children receive the support they need and benefit from continuity in learning and care.

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

Overall, the majority of early years staff have a secure understanding of the learning and development requirements. Planning is in place within the nursery and staff get to know children well, making regular observations of their achievements and development. This information is used successfully to plan activities based around children's interests and abilities. However, it is not always clear from the planning and observation records how the next steps are followed up, although the nursery have clearly identified these aspects as areas they wish to further develop. Children and babies arrive happily at the setting, a few babies take a little time to settle and are comforted by staff. Clear boundaries and sensitive guidance helps the children to behave well overall; for instance, children stop and listen when staff hold up their hands and use 'magic fingers' to gain all the children's attention. A flexible daily routine, which includes story and music time, provides a good balance of adult-led and child-initiated learning. Every child takes part in a good range of activities to help them make good progress towards the early learning goals; for example, growing tomatoes to learn about sustainability. In addition to the wide range of resources that reflect positive images of difference, children observe a range of festivals, such as Black History Month, Hannukah and Diwali. During this time they enjoy dressing up in traditional costumes and tasting foods associated with these occasions. These experiences increase children's knowledge and understanding of the world and positively promote diversity. There are regular visits to the library, museum and park to

increase children's awareness of their local community. Children are keen to communicate. Babies show pleasure as they listen to staff singing familiar nursery rhymes to them and older children confidently join in with the actions and express their ideas, particularly during free play and story time sessions. Relationships between adults and children are strong. Children receive good support from staff which helps them feel safe, secure and receptive to new learning opportunities. Their personal, social and emotional development is well promoted. The older children like to help, for example, setting up the tables for lunch. During this time they happily count out how many utensils and beakers are needed at each table, which also supports their mathematical development. Babies show they are curious as they manipulate sand, feeling the texture between their fingers. They have access to some interactive resources that require them to press buttons to make sounds. Older children have daily access to suitable programmes installed on the nursery computer. Collectively, these positive early experiences give children a good start and help them to develop skills for their future.

Children are welcomed into clean and well-kept premises, where they have sufficient space to play. Ample opportunities are provided for children to enjoy large indoor and outdoor physical play. They play outside in the garden and benefit from scheduled access to the school's playground every day. Children have fun and enjoy plenty of fresh air and exercise. They run around, ride bikes and benefit from a wide range of outdoor equipment, as well as access to the school's soft play and sensory area. Indoors, babies confidently practise new skills, as they speedily crawl across the play room floor or climb up and down the free standing staircase. Toddlers are competent when using the small climbing apparatus in the garden and are well supported by staff, thus promoting their large motor skills. Staff are sensitive to babies and toddlers individual needs. They ensure they have their bottles or a sleep, in line with their individual routines. Children practise good hygiene habits and promoting a healthy diet during the daily routines and activities. This is complemented by pictorial displays and posters in the nursery that reinforce positive messages about hand washing and healthy eating, which promotes children's learning and understanding of healthy lifestyles. Meals and snacks are brought in by outside caterers and these are well balanced and nutritious. Children have access to fresh drinking water throughout the day and good consideration is given to children's individual dietary needs in the four week rotating menus. All staff hold valid first aid certificates. Children do not attend if they are sick, which enables the nursery to protect others from illness. Children learn to keep themselves safe. They move confidently around the generally safe environment, learning to hold on to the rail as they go up and down the stairs of their free standing home corner and are encouraged, with gentle reminders from the staff, to use their walking feet indoors and not to run in case they fall over. They are kept safe on outings. They learn about road safety, stranger danger and understand simple rules, such as holding hands when crossing the road. This positively contributes to children developing a sense of danger and how to keep themselves safe. Most of the required procedures and documents are in place and these are maintained to a good standard to ensure children's welfare is safeguarded and promoted.

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	3

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	3
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