

Chestnut Nursery Schools

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 registered in 2007. It is one of a group of seven nurseries and is situated in the grounds of Woodgrange Infants School in Forest Gate in the London borough of Newham. The nursery is open every weekday from 8am until 6pm all year round. It incorporates a day care provision, out of school care and playscheme. Children in day care have the use of an indoor playroom and a secure outdoor play area. An additional playroom is available for out of school care.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight may attend the out of school provision, and a maximum of 16 children in the early years age group over the age of three years may attend the day care provision, at any one time. Currently, there are 32 children on roll in the after school club, of whom five are in the early years age range, and 19 children on roll in the day care provision. The nursery employs four staff to work with children in the day care provision and of these, three members of staff, including the manager, hold relevant early years qualifications, whilst a fourth is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment for children where they enjoy a variety of play activities and make generally good progress in their learning. Staff are inclusive in their approach and promote children's welfare effectively. They work in close partnership with parents and this contributes to children's needs being met effectively. Most organisational systems and procedures work well. However, not all systems are fully effective in enabling all children to benefit from a challenging learning environment. There is now a new manager in post and she is proactive in her approach to further development, thereby continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to include all aspects of the environment that pose a potential hazard to children and take all reasonable steps to ensure that hazards indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment).

08/04/2011

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

- develop the system of observational assessment in order to plan more effectively to meet children's individual learning needs
- develop the team work amongst staff in order to offer a more interesting and challenging learning environment
- develop the use of the outdoor play area to offer children a variety of alternative learning experiences.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is well organised and readily available. All records relating to children's health and safety are well maintained. Staff are aware of safeguarding issues and are attentive to children's safety in the nursery. Daily safety checks of the premises are carried out, concentrating on aspects of the environment identified for checking through risk assessment. However, the nursery's risk assessments do not include all potential hazards in the premises and, as a result, staff do not take all reasonable steps to ensure that these hazards are kept to a minimum. For example, children are at some times of day able to access the kitchen and office areas. Staff have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns regarding child protection.

Staff set up an attractive play environment for children which encourages a sense of belonging. They organise table-top activities, and make accessible a variety of resources, so that children can choose freely. They join in children's play, supporting and interacting to promote children's learning. However, staff are not yet sufficiently well established as a team to enable them to work together in ensuring that children benefit from a wide range of interesting play activities. Children enjoy many opportunities for outdoor play, although the outdoor area is not used effectively to offer a variety of alternative learning experiences.

The nursery has a good working partnership with parents. They receive clear information about the provision for children, including helpful advice about adopting healthy lifestyles. Staff are active in exchanging information with parents about children's care and learning, and respond to requests for extra support, such as when a new baby is due in the family. Parents are encouraged to be involved in their children's learning through contributing to their children's observation folders. Parents' views on the provision are sought through regular questionnaires. They express much satisfaction with the care offered to their children. The nursery has close links with the adjacent school and supports children effectively at times of transition into school.

The new manager is encouraging staff to reflect on their practice through self-evaluation and in this way they are identifying their strengths and also aspects that require some improvement. She supports staff in seeking further training and working towards their own professional development. She is at present liaising with staff to develop the system of observational assessment so that children in

day care, and out of school care, benefit from more focused planning. She works closely with the after school club supervisor and has initiated some improvements in the after school provision, for example, a more structured play routine. She has set relevant targets for the future development of the day care provision in her action plan, for instance, improving the outdoor play provision and extending the partnership with parents.

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

Children enjoy opportunities to explore and investigate in different play situations and particularly like being able to choose from a variety of creative materials. They often become absorbed as they concentrate hard on creating pictures and models. Staff observe children as they learn and develop, noting their stages of development and particular interests. In this way they are able to plan learning experiences which move children on in their learning. However, at present the planning does not focus on children's needs as much as their interests. Consequently, staff do not always maximise opportunities to provide a wide choice of activities and interact to challenge children as they learn through play.

Children are well settled and happy in the day care setting. They feel valued as individuals, enjoying an enthusiastic welcome at the beginning of the day. They are very well behaved, attentive to adults and responding appropriately to members of staff. The room leader makes good use of stories, books and role play to encourage children to think and communicate. Children benefit from good access to a computer which supports their learning in the key areas of literacy and numeracy. They learn about the natural environment, living things and diversity. They often have fun in groups, for example, making sounds and moving to music, although group times are not always used effectively to extend children's learning in different ways.

Children are encouraged to be independent, for example, serving themselves at snack and lunchtimes. They are offered a variety of healthy and nutritious meals which encourage them to become healthy eaters. Staff take care to cater appropriately for children's individual dietary needs. Children enjoy opportunities to be active in the fresh air, developing physical skills as they run and climb. They feel safe in the setting because staff maintain a relaxed atmosphere and supervise children closely at all times. Children approach adults confidently and often initiate conversation with them about their own experiences. Children who speak English as an additional language are well supported through staff's interest in learning different languages which helps them to communicate with children.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	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	3

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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