

Chestnut Nursery

Inspection report for early years provision

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Inspector Clair Stockings

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Chestnut Nursery was registered in 2002. It operates from a converted house in Forest Gate in the London Borough of Newham. The nursery is open each weekday from 8am to 6.30pm. A maximum of 68 children in the early years age group, of whom no more than 34 may be under three years, and of these, no more than 18 may be under two years, may attend at any one time. There are currently 52 children, aged from 10 months to four years six months on roll. The nursery is in receipt of funding to provide free early education to children aged two, three and four years. The nursery is registered on the Early Years Register. The nursery supports a number of children who speak English as an additional language. The nursery employs eight members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress through the mostly challenging and stimulating play experiences offered. Children's welfare is promoted effectively as staff have good knowledge of local safeguarding procedures. Children's individual needs are met as a result of the good quality care and the effective partnership with parents. Systems to monitor and evaluate the nursery's performance are effective and accurately identify areas for further development. This demonstrates the staff team's commitment to maintaining and improving a good quality provision for children.

What steps need to be taken to improve provision further?

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

- further enhance the outdoor learning environment to support all aspects of children's development.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are regularly reviewed and staff have completed safeguarding training in order to help protect children. The manager adheres to robust recruitment and vetting procedures to ensure that all staff working with children are suitable to do so. Comprehensive risk assessments and daily checks are completed to identify and minimise potential hazards. This means that children are able to move safely and freely around the nursery.

The manager demonstrates effective commitment to driving and implementing a

wide range of improvements in order to enhance children's learning. There are good systems in place to help the manager and staff team evaluate their practice. For example, the manager ensures that all staff have opportunities to share their ideas of the nursery's strengths and areas of improvement through regular staff meetings. Parents are equally involved in the evaluation of the nursery through discussion, regular meetings and use of a suggestion box.

Partnerships with parents and carers are effective. Parents are kept up to date about their child's learning through daily verbal feedback, photographic displays and monthly newsletters. Parent meetings also take place during the year to give parents the opportunity to formally share their child's progress in the nursery and at home. This promotes a two-way flow of information between staff and parents, therefore, outcomes for children are promoted well. The partnership links with schools that children move onto are well developed and information sharing is effectively conducted. This supports and eases the transition process for the children.

Staff work together efficiently within the nursery and the environment mostly supports children's differing and individualised learning styles. It is well organised and accessible with a range of interesting resources, therefore, enabling children's independent learning and development. Staff are knowledgeable of the Early Years Foundation Stage and use this effectively to extend the children's learning. The diverse staff team supports inclusion well, for example, by planning activities to promote use of positive images of cultural diversity. This contributes to a strong sense of belonging and being valued for all children and their families.

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play displaying good levels of independence and demonstrate a positive and enthusiastic attitude towards learning. Staff have a good understanding of the learning and development requirements. They observe the children's individual progress and record their development in their profile folders. They use these to plan and provide a varied range of indoor activities and experiences, taking into consideration the children's individual interests and ideas. However, currently provision for the outdoors does not fully cover all areas of learning or take into account differing learning styles.

The rooms are set out with suitable and easily accessible resources and activities covering all areas of learning and development. Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies play contentedly in the sandpit and develop their sense of texture, supported by attentive staff. Toddlers energetically develop their physical skills outdoors playing with hoops, bats and balls. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to access and use the mouse to negotiate the pages. This contributes effectively in helping children acquire appropriate skills for their future lives. Children's natural curiosity

in living things is effectively stimulated by caring for and nurturing the pet African snail.

Children have caring, happy relationships with all staff. Staff provide lots of praise and encouragement as children play. They give clear explanations to the children as to why they cannot do certain things. Consequently, children understand what is expected of them, are well behaved and understand the boundaries in the nursery. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Staff make good use of the 'wow moments' display board to record and celebrate individual children's achievements and interests at home. This further promotes children's emotional well-being.

Staff promote children's understanding of similarities and differences through a broad range of activities, such as festival celebrations. In addition, children have access to a good selection of multicultural play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages children to feel a sense of belonging and promotes their self-esteem.

Children develop a good understanding of healthy lifestyles. Nutritious meals, which include fruit and vegetables, are provided. Children have access to fresh drinking water which they can independently help themselves to when they are thirsty. This helps children to develop an awareness of their own bodily needs. Children are developing an effective understanding of the importance of personal hygiene through the embedded practice of the staff team who actively encourage them to wash their hands before eating and after using the toilet. Children benefit from regular fresh air and exercise during outdoor play. Children learn about safety through regular fire evacuation practices.

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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