

Chestnuts Nursery Limited, Barnwood

148 Barnwood Road, GLOUCESTER, GL4 3JT

Inspection date	15/10/2012
Previous inspection date	27/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery places a high priority on meeting children's individual needs. Key persons know children and their families well, taking care to settle children and help them feel happy and secure.
- The owners, manager and staff carefully monitor all aspects of the provision. They are all involved in identifying areas for improvement and implement changes to benefit the children.
- The quality of teaching is good and staff are knowledgeable about how children learn. As a result children make good progress in all areas of their development.
- Children stay safe because of robust procedures that are understood and implemented effectively by the staff.
- Children are encouraged to make healthy choices. They benefit from nutritious snacks and meals and are encouraged to try new tastes.

It is not yet outstanding because

- The nursery does not make full use of the stimulating outdoor area, particularly for babies, to further support children's learning and development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector met with the owner, manager and several staff in their group rooms.
- The inspector observed children's play and staff interactions with them.
- The inspector spoke with five parents and carers.
- The inspector carried out a joint observation of an activity with the manager to assess the quality of teaching.
- The inspector sampled documentation, including safety records, evidence of staff suitability, samples of planning and assessment and notes from visits by the early years advisor.

Inspector

Rachel Edwards

Full Report

Information about the setting

Chestnuts Nursery Limited registered in 2009. It is one of two nurseries owned by Chestnuts Day Nursery Limited. It is registered on the Early Years Register. The nursery is situated in Barnwood, a suburb of Gloucester. The nursery occupies a large detached property with facilities set over the ground and first floor levels. Children are cared for in age-related groups, with young babies and pre-school groups on the ground floor and one to three-year-olds cared for within first floor rooms. Outside there is an enclosed garden

with vegetable plot, grassed area, all weather area, planting area and 'secret garden'.

The nursery is open each weekday from 7.30am until 6pm all year round. Children can attend on a sessional or full day basis. There are currently 123 children on roll aged from six months to four years. The nursery supports children with special educational needs and/or disabilities and those who learn English as an additional language. A team of 17 full and part-time staff work with the children. Of these; the owner holds Early Years Professional Status and 12 other staff are qualified to at least level 3 in childcare. In addition a cook and gardener are employed at the setting.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- give as much opportunity as possible for children to move freely between indoors and outdoors, especially babies.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children of every age make good progress in all areas of their learning and development. This is because staff know children well and provide activities based on their interests and abilities. The educational programme is monitored closely to make sure that all areas of learning are covered in sufficient depth through both indoor and outdoor play. The effective key person system fosters good communication with parents. For example, parents contribute to assessments of their children's starting points when they join the nursery and staff keep them well informed of their child's progress and well-being. Parents are encouraged to share ongoing information about their children's achievements, for example, by completing 'wow' vouchers to mark significant accomplishments.

Staff support children well as they learn to communicate and speak fluently. Staff cuddle babies and smile, tickle and use a range of voices to attract their attention and invite a response. Children enjoy songs and rhymes and staff encourage young children to copy different sounds. Older children are eager to tell their news to a small group of friends. They learn to listen and take turns in the conversation. Staff understand the importance of giving children time to think and respond. There are plenty of places around the nursery that enable children to develop good communication and language, as well as literacy skills. For example, a cosy book corner has soft seating arranged so that children can sit together to share favourite books and the secret garden provides a wonderful hideaway

for imaginary games. Children enjoy books and stories throughout the nursery. In every room, children can choose books for themselves and they thoroughly enjoy listening to and joining in with familiar sentences from enthusiastically read stories. They learn that print carries meaning and gradually gain control as they make marks in a variety of ways, such as using chunky chalks outside.

Children begin to understand mathematical concepts and the world around them, through their play and everyday routines. For example, they count out and compare the length of carrot sticks at snack time. They enjoy frequent cooking activities and deepen their understanding of mathematics as they weigh, count and compare. Children become familiar with technology from an early age as they play with cameras, keyboards and electronic toys. The older children use a computer and interactive whiteboard and are able to operate simple programmes that support their learning in other areas. This prepares them well for their move to school where they use similar technology.

Children benefit significantly from the freedom to explore and investigate their environment. Once children are walking, the rooms are organised to allow children to move freely between different rooms. This helps them make choices and become confident, independent learners, which prepares them well for their move into school. Children enjoy energetic play each day in the large and exciting garden. They learn to pedal and scoot with increasing control, run fast in the open spaces and balance carefully along crates. Staff plan outdoor play not just for physical development but also provide resources to support children's learning in all areas. For example, a small shelter clearly displays books and children enjoy building, painting and role-play games as well. However, groups of children are restricted to certain times when they go outside. This limits their choice to play outside at anytime, to especially benefit children that are more boisterous and those who learn better outdoors. Babies, in particular, spend little of their day outdoors, where there is a richer environment to stimulate all their senses.

The contribution of the early years provision to the well-being of children

The nursery places the greatest importance on making sure that children are happy and settle quickly when they first start. They use a well-established key person system to help children form warm and trusting relationships with their special member of staff. This gives a good base for children to become confident, independent learners. Children are well prepared as they move to new rooms within the nursery. For example, babies become accustomed to sleeping on mats rather than cots before they move to the next age group. The key person and parents prepare a communication 'passport' to make sure the new room staff know all about the child before they move. Good arrangements are also in place to help the oldest children make a smooth transition into school.

Staff are good role models and treat adults and children with kindness and respect. They use consistent methods and work closely with parents to guide children about what is acceptable behaviour. As a result, children generally behave very well. They form strong relationships with staff and other children. Every week, children have the opportunity to play in a group of mixed ages, which benefits them all, as they gain confidence in different

social situations. The nursery's emphasis on tailoring the care and learning for each individual child helps ensure that children are happy and enjoy what they are doing. Staff target additional support for children who are learning English as an additional language and those who have special educational needs. This helps them achieve as well as they can.

The effectiveness of the leadership and management of the early years provision

The owners and manager effectively motivate and lead the staff team. They regularly observe and monitor practice and are embedding an ethos of self-evaluation and continual improvement. Staff appraisals are carried out twice each year and regular supervision meetings have been recently introduced. These are effective in helping to recognise the strengths of each staff member and identify any areas where further training may be beneficial. The owner has set an excellent example by gaining Early Years Professional Status and staff are supported well in their professional development.

The nursery seeks the views of parents and children and incorporates their ideas. This demonstrates they are proactive in making improvements to benefit the children and families using their service. The nursery receives support in monitoring and developing their practice from the local authority and they participate in the Bristol Standards quality assurance scheme. The owner and manager have targeted a range of improvements and made several changes to reflect the requirements of the revised Early Years Foundation Stage framework. They have introduced a new system to monitor children's progress, although this has yet to be fully embedded.

There are effective arrangements to safeguard children, including robust recruitment and induction procedures for new staff. Staff fully understand their responsibilities and they are actively involved in assessing and minimising risks. The nursery gives children's safety the highest priority. For example, the management planned a recent fire drill during a time when many children were asleep. Staff were not warned beforehand to create a difficult and realistic scenario. This means they are well prepared to evacuate the premises in an emergency, further promoting children's safety.

Parents speak very positively about the nursery and in particular the individual care that their children receive. They have close relationships with their children's key person and are happy with the progress that their children are making. They feel staff make time to talk to them each day about their child's care and learning and they appreciate the use of texts to communicate quickly and efficiently. The nursery is also proactive in communicating regularly with other early years settings that children attend, to provide consistency and in making links with schools that children will attend.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY379310
Local authority	Gloucestershire
Inspection number	815761
Type of provision	Full-time provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	123
Name of provider	Chestnuts Day Nursery Ltd
Date of previous inspection	27/08/2009
Telephone number	01452386888

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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