

Chestnut Tree Nursery

Memorial Park Centre, Park Road, Colehill, Birmingham, B46 3LA

Inspection date

Previous inspection date

12/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery provides an excellent range of exciting activities, through which all children maximise their learning opportunities. Children make rapid progress as all staff have an excellent understanding of the Early Years Foundation Stage and how children learn through play.
- Children are extremely safe at the nursery as they are very well supervised at all times, and staff understand and implement meticulous policies for safeguarding and to protect children's health.
- Children's behaviour and manners are excellent and there are very good relationships between staff and children. Staff are kind and caring and meet all children's individual needs extremely well. Children are learning to be independent and healthy food and exercise are given a very high priority in the nursery to promote children's health.
- Staff evaluate their provision very effectively and involve the opinions of parents and children in order to identify targets for improvement. There are very strong partnerships with parents and carers and with other professionals, which means that children and their families are supported extremely well.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Chestnut Tree Nursery was re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from two rooms in a cricket pavilion in Coleshill, Warwickshire. The nursery serves the local area and is accessible to all children. There is a large area available for outdoor play.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. It opens Monday to Friday from 8am to 4pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 27 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to further develop ongoing training and professional development of staff in order to maintain the existing high quality provision in the nursery, so that children continue to receive innovative & exciting learning experiences.

Inspection judgements

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

The large main room in the nursery is extremely well organised into areas for role play, creative activities, choosing books and a wealth of other choices for children. All the toys and resources are stored at low levels so that children are able to see and choose what is available. The nursery staff have an excellent understanding of how children play and learn, which is apparent in their high quality teaching and planning. Children are assessed once they are settled at the nursery, using information from staff observations and from parents, which is shared on the child's entry to the nursery. This gives each child's key person a starting point so they are able to build on children's learning. They know children well and make detailed observations of their play in relation to the early learning goals, all of which are covered in detail through the exciting activities. Children's interests and individual learning styles are taken into account during planning and their next steps are built into the activities, which means that all children's individual needs are exceptionally met. Children are excited by their play and are fully engaged in their very well-planned activities. Staff focus on clear learning objectives in the adult-led activities and allow children the freedom to develop their own learning experiences, which means they are extremely well prepared for the next stage in their learning.

Parents are exceedingly well informed about their children's activities through daily contact with staff, newsletters explaining current themes and how they may enhance children's learning at home and through shared written information in a home-link book. A large photograph album in the foyer shows them how children learn from each activity they take

part in throughout the year. They may see their children's 'learning journals' at any time and make contributions to these. This means they are actively contributing to their children's learning. Parents who are police officers, fire fighters or postal workers come into the nursery to talk to children about their jobs in relation to a 'people who help us' theme, which supports children's learning extremely well. Children have first-hand experience of a police car, a fire engine and a visit to the nearby fire station. This helps them to understand their local community and how to keep themselves safe.

A wealth of stimulating and challenging activities are provided for all children so that they experience a rich and varied range of learning opportunities. They enjoy exploring many different textures, such as shaving foam, jelly, paint or sparkly sand. They create textured pictures and choose from an extensive range of creative resources. Children are very imaginative in the many role play areas in the nursery. They pretend to be doctors and patients or staff and customers in the Chinese restaurant. They practise mark making and writing skills as they take the food orders or write tickets in the library area. Children learn to develop their technological skills highly successfully as they pretend to scan their library tickets at nursery, then actually do this at the nearby library. They use a laptop, torches and many push-button toys to develop these skills. Children find out about their local area as they buy fruit and vegetables at the shops and have regular trips to the park. They learn about a range of cultures and festivals through artwork for Diwali and Chinese New Year. They perform a Christmas concert for parents and learn words in some other languages, such as Polish, with the help of parents. This gives children an excellent awareness of the wider world and shows them how other cultures are valued and celebrated.

Children make very rapid progress in their mathematical skills as they count and add throughout their songs and activities. For example, at snack time, they count how many children are at the table, adding one or two more each time more children arrive. They are asked how many there will be if one more child sits at the table, which number comes next and how there are now. Children's physical development is promoted highly effectively as they take part in yoga classes, dance and movement sessions, and use wheeled toys, balls and other equipment in their daily outdoor play. The nursery staff plan a huge range of innovative experiences for children to learn about science and nature and many other activities, which children enjoy immensely.

Children who speak English as an additional language or who have special educational needs and/or disabilities are supported extremely well and are fully included in the life of the nursery. Staff work closely with parents and other professionals, such as a health visitor, children's centre staff and the staff at children's other settings. This means that children receive consistency of care and that the nursery staff work as part of a team in order to support children effectively to reach their full potential.

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

The nursery staff provide a welcoming and caring environment in which children are very happy, secure and able to learn and play extremely well. They laugh and clap during their play in the shaving foam and when a pancake is tossed at lunch time. Children are

comforted if they are tired or upset and are soon distracted by toys or stories to meet their emotional needs. They show that they feel very secure as they are confident in telling staff if they need to go to the toilet or if they need anything. Children gain superb confidence and independence as they put their own outdoor clothes on, help themselves to water from the water cooler and get their own plates, cups and cutlery at meal and snack times. Behaviour is excellent and children are taught to have good manners at the table. They all say 'thank you' when they are given their food and chat happily to each other and to staff as they eat. They learn about making healthy food choices as they have raspberries, banana and apple at snack time and healthy, home-cooked meals for lunch. Children grow their own tomatoes and strawberries so that they know where their food comes from and which foods are good for them. They discuss the fruits on their wall chart during snack time and the manager explains why too many sweets are bad for them. The children know these contain a lot of sugar, which is not healthy. This gives them an excellent understanding of the benefits of a healthy diet.

Children's health and well-being are promoted extremely well as staff implement meticulous policies and records and children are active each day. They are asked to feel their hearts beating after jumping around and are asked if they are hot or cold. They know this is what happens when they exercise and that they need to do this to be healthy. Children's transition to school or other settings is eased with skill, as there are close links with local primary schools and other providers. Staff help children to find out what they will do at school by using the school role play area to act out scenarios. They are able to visit their schools and teachers before they start and look at photographs of them. The nursery children are invited to the Christmas play so they meet children and staff and see the school building. Information about children's needs and achievements is shared and their progress records are passed on to their new settings.

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

The manager oversees supervision and monitoring of staff so that the high standard of teaching and planning is maintained. Staff take turns to observe each other and discuss ways in which they can improve. There is excellent teamwork in the nursery and staff fill in a self-evaluation form together. The views of parents and children are also included in this and areas for improvement are identified and acted upon. Staff work very well together to plan the activities and reflect on and evaluate these each week. They use the information from their observations of children to adapt and plan for the following week so that children make rapid progress. Regular visits from the local early years advisor assist with the monitoring of the provision and target setting. Staff discuss training courses they would benefit from and they are able to access these regularly, which furthers their professional development and ensures that children continue to receive high quality learning experiences. New staff are recruited through robust, safe recruitment procedures and they receive excellent support and inductions while they become familiar with the nursery. The manager ensures that all staff understand and implement the policies and procedures so that children are well protected.

Children are extremely safe at all times as staff are very well trained in child protection

and safeguarding. They carry out detailed and effective risk assessments of the premises and before going on outings. The premises are very secure and there are rigorous procedures in place for the safe collection of children. A member of staff who is trained in paediatric first aid is present at all times and regular fire drills are practised with the children. Staff ratios are strictly adhered to and children are supervised extremely well.

There are strong partnerships with parents, carers and other professionals. Parents' and children's views are valued and there is daily communication with the nursery staff. The nursery has close links with other local early years providers with whom they share ideas and best practice. They share information about children's needs and progress with their other settings so that they receive outstanding continuity of care and learning. Staff know what children are learning at their other settings and are able to complement this. Effective links with the local children's centre mean that children and their families are extremely well supported and that children's learning is shared between a range of professionals. The nursery provides an excellent foundation on which children are building their future learning and skills in a happy, exciting and secure environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY451710
Local authority	Warwickshire
Inspection number	881870
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	27
Name of provider	Sarah Chainey
Date of previous inspection	Not applicable
Telephone number	01675462120

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Type of provision

For the purposes of this inspection the following definitions apply:

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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