

Chestnuts Nursery Limited, Barnwood

148 Barnwood Road, GLOUCESTER, GL4 3JT

Inspection date	23/05/2013
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff complete detailed observations and assessments and as a result, they know their key children well. This means that children are progressing well in all areas of learning and development relative to their starting points.
- Children are happy, content and eager to learn. They demonstrate they feel confident and secure on the premises.
- Staff give high priority to keeping children safe and meet all safeguarding requirements well.
- There are good partnerships with parents and other professionals in place. Detailed information is shared between them regularly to ensure continuity of care for children.

It is not yet outstanding because

- Although children have good attachments to their key person, staff have not considered how they provide children with someone who knows them well when their key person is absent.
- The way books are presented to older children means that most of the time they are only able to access the books on top of the box, as a result, children are not able to make a choice of what book they would like to look at.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all areas of the setting, including the outside play space.
- The inspector had discussions with several parents, most of the staff and the children.
- The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies and procedures, staff records including procedures for staff conduct and behaviour.

Inspector

Hilary Tierney

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 151 children on roll aged from six months to four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A team of 22 full and part-time staff work with the children. Of these, one of the owners holds Early Years Professional Status and 20 other staff are qualified to at least level 3 in childcare. In addition, two cooks 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:

- strengthen the key person system by considering ways to best support children when their key person is absent
- consider how books are displayed, to enable children to have a easy and free choice from the ones on offer.

Inspection judgements

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

Staff know the children well and provide a good range of activities, which are based on children's interests and abilities. As a result, children of all ages in the nursery are progressing well in all areas of learning and development relative to their starting points. Staff conduct detailed, informative observations and assessments on their key children and as a result they are well informed about the achievements and progress of their key children.

Staff support children well in their communication and language skills, so children are beginning to learn to communicate with each other and other adults. Younger children are offered cuddles and reassurance as they interact with the staff. Staff are sensitive towards the children and allow them time to speak and respond to questions. Staff confidently use sign language with children as required and this helps to encourage all children to be able to communicate confidently about their needs with staff. Staff demonstrate they are aware of giving older children time to talk in a group and share their news. Children are able to talk confidently about a recent outing with the staff. They recall excitedly what they have done and the animals they saw. All children have access to books and the cosy book corner with cushions and a small settee is inviting for children. In some rooms, books are displayed well so children can easily select the one they would like to look at. However, in the preschool room books are displayed in a large box. This means that some books are laid on top of each other and as a result, children can not easily find a book of their choice and they tend to just get the first one they see.

Children's personal, social and emotional development is developing well. They behave well and learn about sharing and taking turns through careful direction from the staff. For example, older children realise when in circle time they have to take turns and listen to their friends telling them about what they have done. They all sit well and talk confidently in front of their friends about what they have seen either at home or on the outing, such as spiders, insects or cows. Staff use positive language towards the children and through praise and encouragement children's confidence and motivation is developing well. Children's physical development is encouraged and they have regular access to the enclosed outside play space. Children enjoy their time outside and are able to climb, ride bikes, run, explore in the open space. There is a small covered area when children are able to access books and role play games. Since the last inspection, staff have made changes so that all children have regular access to the outdoor spaces. Younger children have good opportunities to explore different textures through painting activities. The staff plan a good activity for the younger children, for example. A large piece of paper on the floor with paint, brushes, rollers and cars means children are able to explore what marks can be made. The younger children enjoy painting their feet, hands and legs. They walk on the paper watching the marks being made. Staff talk to children in detail about the shapes, marks and how the rollers make different shapes. Children really enjoy this activity and enjoy being able to help tidy up, putting the brushes and rollers in the pots.

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

There is a well-established key person system in place and children form good attachments with their key person. As a result, children are well settled and happy in the setting. However, the staff have not considered having a second key person or 'buddy' to be available for the younger children when their key person is not present. Moves for children when they are moving up to another group are well planned, with children visiting the room before they actually move up permanently. Parents are kept well informed about when the children are moving up and who will be their next key person. Good arrangements are in place for older children when they are preparing to move to school.

Staff are warm, caring and have a gentle approach towards all children in their care. They use consistent methods of behaviour management and work closely with parents to ensure consistency between home and the setting. All children learn about good personal hygiene procedures and they are encouraged to wash their hands before snacks or meals, after using the toilet and being outside. Children enjoy freshly prepared food and sit well at the table. Staff sit with younger children to help encourage good table manners. Children have easy access to drinking water and are regularly reminded to have a drink.

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

The owners and management have clear procedures in place regarding staff conduct and behaviour, which all staff fully understand. The staff spoken at inspection demonstrated a clear understanding about how they should conduct themselves when at work and the need for confidentiality. Procedures in place for staff recruitment and induction are clear and robust. All recruited staff have appropriate checks to determine their suitability undertaken. The owners and manager are effective in motivating and leading the staff. They carry out regular observations and monitor practice, which helps to improve practice. Staff have regular appraisals and these are effective in identifying strengths and further training needs of staff.

Staff and management have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements. They are clear about the procedures to follow in the event of having any concerns about children in their care. Clear risk assessments, which are reviewed regularly, contribute to staff minimising risks to children both inside and outside the setting. Staff are deployed appropriately and ratios are met at all times. Management and staff have a clear understanding of their responsibilities in meeting the learning and development requirements. Observations, assessments and planning is detailed and as a result children are monitored effectively and their individual needs are met well. Children who require extra support are supported well and they are progressing well relative to their starting points.

There are good partnerships with parents and carers in place. Detailed information is shared with them on a regular basis. Detailed notice boards around the setting keep parents informed about current events. Regular parents evenings, access to their child's learning journals, access to policies and procedures and welcome packs help feel involved in their child's care. Parents speak highly about the staff and care provided, they comment about how happy and content their children are. Partnerships with other professionals are good and ensure that all adults are able to contribute effectively to supporting children and securing appropriate interventions when required.

The setting has completed regular evaluation of practice, which includes the views and ideas of both parents and children. Evaluation of practice has been effective and a range of improvements and changes are being put into place. Recently new systems of monitoring children's progress have been put in place and these are fully effective and work well to help staff identify children who require extra support or extension in their

learning and development. The owners, manager and staff are all highly motivated, have a drive to improve and put in place changes to benefit the children in their care.

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 action. 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	919703
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	151
Name of provider	Chestnuts Day Nursery Ltd
Date of previous inspection	15/10/2012
Telephone number	01452386888

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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