

Chestnut Nursery School

177 Earlham Grove, Forest Gate, London, E7 9AP

Inspection date	15/08/2013
Previous inspection date	25/10/2012

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

The quality and standards of the early years provision

This provision is satisfactory

- Children have well established relationships with their key person, which means they form secure attachments to support their well-being.
- Children's communication and language development is well supported through staff's effective use of questioning techniques and allowing children time to think their ideas through.
- Partnerships with parents work well to provide continuity of children's care routines and the two-way flow of information to support their learning and development.

It is not yet good because

- Expectations for the youngest children to follow safety instructions when using the stairs are not always realistic and do not take full account of the differing stages of their development.
- Some resources provided for babies, although safe, are not age appropriate and consequently, do not support their current stages of learning and development.
- The organisation of role-play areas does not encourage children to play and use their imaginative skills.

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.

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

Inspection activities

- The inspector observed the staff playing with the children in the indoor learning environment.
- The inspector spoke to staff, children and the management.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of safeguarding documentation, policies and procedures and children's records.

Inspector

Sue Mann

Full Report

Information about the setting

Chestnut Nursery School registered in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a part of a group of nurseries owned by Chestnut Nursery School Ltd. It operates from a converted semi-detached premises situated in a residential area of Forest Gate, within the London Borough of Newham. All children have access to an enclosed outdoor play area and a large grassed area.

The nursery school is open each weekday from 8am to 6.30pm for 51 weeks of the year. There are currently 47 children on roll in the early years age group. The nursery gets funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs eight members of staff. Five staff including the manager hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the risk assessment of safety procedures, such as when transporting babies downstairs to ensure that procedures reflect the babies' changing developmental needs.

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

- enhance role-play areas with resources to reflect children's lives and communities which will encourage their imaginative play
- provide resources for babies that are age appropriate and which support their physical skills through handling and manipulation.

Inspection judgements

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

Staff demonstrate a secure understanding of the Early Years Foundation Stage, which means that they provide activities which support children's learning and development

generally well. Staff use written observations of planned focussed activities to find out what children can do and plan activities and experiences accordingly. For example, children showing an interest in puzzles are provided with an activity to make their own puzzles using pictures of themselves. Staff record children's progress in their learning journals, along with any comments that parents have made about their children's learning and development. This helps staff to plan activities which will support children's next steps and are relevant to their interests. Staff gather information about children's starting points through the child records forms and 'all about me' forms, which parents complete at the start of each new care arrangement. Consequently, children's progress in relation to their starting points is consistent, which helps children to be ready for the next stage in their learning and development.

Staff offer children choices as to what they would like to play with, which enables children to choose what they would like to do and means that they enjoy their learning through relevant play experiences. For example, staff ask the older children what they would like to do after lunch and a unanimous verdict of 'play dough' is received. The staff and children work well together to find the ingredients to make play dough and clear a suitable space to enable them to take part together as a group. One member of staff takes some children to get the vegetable oil from another room. The other member of staff keeps the remaining children occupied by encouraging them to count how long it takes to bring the oil back. This supports children's understanding of time through counting. The children and staff work well together to make the play dough. Staff use suitable questioning techniques, which enables the children to think about what they are doing and how the processes of mixing and kneading will produce the dough. Children add the food colouring and describe the changes in the colour of the play dough as the colour is mixed in.

The babies enjoy playing with shaving foam, which enables them to use some of their senses, such as touch and smell, to investigate the foam. One child discovers how much fun can be had as a result of clapping hands together when they are covered in the shaving foam. Staff encourage this, as they laugh in response to the 'flying foam', which helps the children to begin to make connections between cause and effect. Overall, children enjoy playing with a broad range of suitable resources, which are easily accessible in low-level shelves and baskets. Baskets and drawers have pictures of what is inside, which helps children to independently choose what they would like to play with. However, although the resources in the baby room are brightly coloured and safe, some are not age appropriate, as they are designed for children over the age of three-years-old. Consequently, they do not support children's play at this stage of their learning and development. In addition, many of the role-play areas in the rooms are uninspiring and do not invite children to go and play in them.

Staff support children's communication and language well throughout all age groups. Staff in the baby room chatter away constantly to the children, which helps to promote children's first words. Older children are well supported by staff who ask children questions, and allow children time to think their ideas through. Staff use resources, such as books, well to extend children's ideas and thoughts, which further encourages them to talk about their experiences and make connections. For example, older children show interest in the religions and cultures of other children and staff in the nursery. Staff use circle times to enable children to talk about their own customs and how they celebrate

relevant festivals. This helps children to develop good speaking and listening skills, as well as supporting their self-confidence and self-esteem. Children in the older room enjoy learning about the sounds letters make through the use of songs and rhymes. Consequently, children are able to sound out the letters in their names, and learn how to write their names. This helps children to prepare for their move to school by giving them the confidence to write their name on pieces of work they complete.

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

An appropriate key person system ensures that children develop confidence in their personal, social and emotional development. All children freely approach their special person when they feel uncertain or want reassurance. Babies are easily soothed when separating from their parents through the warm and loving care they receive. Consequently, babies demonstrate that they feel safe and secure in the nursery as they soon leave their key person to go and play with their friends. Older children eagerly greet their special person and share what they have done with their parents or siblings. A 'buddy' system works well to help to ensure that children always have continuity of care should their key person not be in the nursery.

Staff support all children to be as independent as possible. Staff work with the parents to support children who are toilet training, and gently remind children during the day if they would like to use the potty. Older children take themselves independently to the toilet. However, staff check to make sure individual children are able to manage their personal hygiene needs as they knock on the toilet door and ask children if they are alright. This supports children's individual needs and enables them to be able to develop their physical skills, as they learn how to undo zips and buttons on their clothes. Staff in the baby room use the nappy changing routines to talk one-to-one with the babies. They use eye contact and respond warmly to babies babbling and words, which helps babies to feel secure.

Children behave well in the nursery, as staff consistently model the use of appropriate manners when talking to each other or the children. Older children share and take turns well, as staff use positive language to praise children for considering others and waiting for their turn. For example, children making play dough in a group, demonstrate turn taking as they share the roles of adding the ingredients and then mixing the dough. Staff praise individual children who have sat patiently and waited for their turn, giving clear explanations as to what they have done well. Consequently, children learn that good behaviour is rewarded and this encourages them to manage their own behaviour.

The nursery uses an external catering company to provide the hot meals and teas for the children. The manager works closely with the company to ensure that all children's dietary requirements are met and that children are able to enjoy a varied range of healthy, balanced and nutritious meals. Children enjoy a range of meals from shepherd's pie to chicken and rice. Staff ensure that any dietary needs children may have are recorded on the children's record forms and are on lists in the rooms. This means that children are not given any foods that may cause allergic reactions or are against cultural preferences. Appropriate hygiene routines and daily access to the shared outdoor play area enables

children to develop an understanding of the importance of leading healthy lifestyles. Low-level hand washing facilities in each room means that children are able to wash their hands independently prior to eating meals or snacks and after being outside. The outdoor learning environment is well resourced and offers children a range of activities, which support the development of their physical skills. Older children enjoy playing on the climbing frame and riding around on bicycles, which helps to develop their coordination skills. The younger children occupy themselves playing in the water tray or playing with balls.

Links with local schools, enables staff to prepare children moving to school. Information shared between settings means that children enjoy continuity of their learning and development as they start the next stage in their learning at school. Wider partnerships work well to promote children's learning and development.

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

Overall, the nursery manager demonstrates that she has worked well to establish a safe and welcoming environment for the children. She demonstrates through discussion and the available documentation her understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager is proactive as she ensures that all staff have a clear understanding of what to do if they have a concern about a child's welfare. In addition, safeguarding procedures are regularly brought up in staff meetings and training sessions, which ensures that all staff have up-to-date knowledge. Staff ensure that most aspects of risk assessments work well to ensure that hazards to children are identified and minimised. However, staff's expectations for the youngest children to follow safety instructions when using the stairs are not always realistic and do not take full account of the differing stages of toddlers' development. Consequently, staff taking two babies downstairs together are reliant on babies following the safety measures. However, as a result of discussions held during the inspection, the management react quickly and formulate clear action plans to ensure that arrangements for staff bringing babies downstairs are implemented. Therefore, babies and staff's safety is assured.

The manager receives suitable support from their head office to make sure that recruitment procedures are robust. Consequently, all new staff complete the necessary checks to be suitable to be working with children. References are taken up from previous employers or further education institutes. In addition, full identity checks are completed prior to staff working with children. Robust induction procedures ensure that all staff are aware of the nursery's policies and procedures as well as their individual roles and responsibilities. Therefore all staff work well to promote positive outcomes for children. Regular supervisions and appraisals help to support staff's individual training needs. Staff are able to request training, which enables them to support children who may need additional help, for example, children with special educational needs and/or disabilities. Consequently, all children make consistent progress in relation to their starting points.

The nursery manager and staff have formulated clear action plans which have enabled them to address the actions and recommendations made at the previous inspection. The manager uses questionnaires from parents and staff meetings to continually reflect on the nursery and the quality of the provision for the children. In addition, the manager has asked a local authority development worker for her views on improvements that they can make to the indoor learning environments. For example how to use an empty room in the nursery more effectively.

All child record forms and documentation are in place to support children's well-being and maintain confidentiality. The manager understands her responsibility in meeting the learning and development requirements, which she does well. The manager monitors the quality of the observations that staff make, and this ensures that all staff are able to identify the stages of learning and development that each child is at. Consequently, children are ready for the next stage in their learning or their move to school.

Comments from parents in children's learning journals and on questionnaires show that partnerships with parents are positive and work well to support continuity of children's care routines, and learning and development progress. Parents with babies in the nursery have informative daily diaries that go between home and the nursery. Therefore, information systems work well to keep parents informed of how their children have been during the day and what activities they have done. Parents contribute to a 'wow' board in the entrance hall, which enables them to share any significant learning or development they have seen at home. This supports staff when planning activities that will support children's current stages of learning and development and enables parents to work alongside staff to support their children at home.

The manager uses external professional partnerships well to support children's care, learning and development. Links with professionals, such as dieticians and special educational needs advisors, enable staff to seek guidance or advice should they have any children with special educational needs and/or disabilities. These links also support parents as the manager refers parents who need support or advice. Therefore, all children are able to make progress in relation to their starting points and are ready for the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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 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	EY300788
Local authority	Newham
Inspection number	928784
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	47
Name of provider	Chestnut Nursery Schools Limited
Date of previous inspection	25/10/2012
Telephone number	0208 503 0394

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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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