

Chestnut Nursery

124 Chestnut Avenue, Forest Gate, London, E7 0JJ

Inspection date	17/09/2013
Previous inspection date	14/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 manager is committed to continuous improvement and has a clear focus about areas for development which will improve children's learning opportunities.
- Staff have good knowledge of how children are learning and they enhance activities and children's developing language skills by encouraging children to think and talk about their play.

It is not yet outstanding because

- Staff do not always provide a welcoming book area to encourage children's interest in books and reading as some books are in need of repair and are not presented attractively to encourage children's free choice.
- There are missed opportunities to extend children's awareness of personal safety when joining in with action songs and games.

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 the indoor and outdoor environments.
- The inspector sampled a range of documentation including risk assessments, policies and staff records.
- The inspector spoke to the manager, staff, children and parents.
- The inspector conducted a joint observation with the manager.
- The inspector reviewed children's records including registration forms and development profiles.

Inspector

Lesley Hodges

Full Report

Information about the setting

Chestnut Nursery 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. There are currently 54 children on roll, all of whom are in the early years age range. The nursery receives funding to provide free early education for two, three and four-year-old children. The nursery is registered on the Early Years Register. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs eight permanent members of staff, six of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- support children's developing interest in books and stories by providing interesting book areas with a range of good quality books

- develop children's awareness of their own personal space and personal safety when taking part in large group activities and songs.

Inspection judgements

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

Children choose activities from a varied selection of good quality equipment and toys. Staff have a good knowledge of the seven areas of learning and use the resources well to plan stimulating activities for children which are based on their interests and developing needs. Older children are supported as they learn about letter sounds and rhyming words in structured activities in readiness for the move to school. Staff use posters as prompts and children also enjoy learning the letter sounds of their friends' names. Staff support babies as they develop their physical skills by providing a range of equipment for them to practise with. For example, babies learn how to manage stairs on the mini staircase in the baby room. This enables them to develop their skills in a safe environment.

The experienced staff have a good understanding of how children learn. They use effective techniques such as songs to engage children in learning experiences. Staff support all children's language development and thinking skills by asking appropriate questions and giving children time to consider their answers. For example, staff ask children to think about what equipment they will need when they are starting an activity.

Children review the available resources and select what they need. Staff skilfully involve children in planning activities. They ask children about their interests and take account of the views of all children. This helps children to feel valued and involved in the decisions affecting them.

Lunch and snack times are sociable occasions when children sit together and talk about their lunch and what they have been doing during the morning. Children tell each other their dessert tastes nice and they enjoy helping themselves to cheese to add to their pasta. Children enjoy circle and story times as they chat with staff members about group trips to the zoo and farm. However, there is scope to enhance the book corners in all rooms. Books are not always displayed attractively for children to choose from and some books are in need of repair. Children are not, therefore, fully encouraged to choose books for their own enjoyment as they cannot select from an inviting range.

The manager and staff support children with special educational needs and/or disabilities by working with other professionals to monitor their progress and set effective targets for their development. Parents provide key words in home languages for children who are learning English as an additional language so that staff can support them as they become familiar with routines.

Planning for children's learning is good. Staff effectively use observations to assess children's development in all areas. Parents are involved in their children's learning. They contribute ideas for planning based on children's interests and achievements at home. This means that children benefit from shared care practices as staff work closely with parents. Staff give parents daily information about children's activities and care routines either verbally or with daily diaries. This means that parents feel fully informed about the day's events. Staff prepare regular progress reports including children's progress checks at the age of two. Reports are detailed and staff share the information with parents at scheduled meetings. This helps children's progress and ongoing success.

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

Children form close bonds with key members of staff. Staff are knowledgeable about children's needs as they plan for their development. Babies enjoy snuggling up to staff when they are tired or have just woken up. Older children show their affection openly by cuddling staff and saying they have missed them after they have been playing in a different room. These close relationships enhance children's well-being and show that they feel secure in the nursery. Children generally separate from their carers easily and caring staff support those children who are settling in throughout the day.

Children learn about healthy lifestyles as their snacks and meals are healthy and nutritious. They learn about hygiene as they wash their hands before they eat. Most children manage these tasks independently, as they learn self care skills to prepare them for school. Staff help those children who are learning these new skills and praise them when they manage small tasks to enhance their self esteem. All children play outside every day. This access to daily fresh air and exercise helps children to develop an

awareness of healthy lifestyles. Children enjoy a range of activities in the outside area and learn to share the equipment and take turns.

Children learn how to stay safe in emergency situations by practising evacuation procedures. However, staff sometimes miss opportunities to remind children about their personal safety when joining in with whole groups songs and games. Children remind each other to be careful when playing, showing that they have built close friendships at the nursery. Children's behaviour is good. They play well together and children proudly show the pictures they have made as presents for their friends, again demonstrating their close friendships.

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

The manager has a secure knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. Staff talk confidently about the areas of learning and how children learn through play. The manager reviews children's development folders to ensure that all areas are suitably covered. Room leaders also check that colleagues' observations and plans are completed correctly. Arrangements to check the suitability of staff are robust. Required checks are in place and children are supervised well. Staff understand their role in safeguarding children and do this in a number of ways. They are knowledgeable about the procedures to follow if they have concerns about a child in their care. This includes the policy on whistle blowing. Staff also safeguard children by completing detailed safety checks each day. They complete risk assessment forms for all areas of the nursery and demonstrate that they have the knowledge about potential hazards to children. Staff use protective aprons and gloves when preparing food and changing nappies. Staff clean areas as necessary throughout the day, to provide a hygienic environment for children. The nursery is secure.

At busy times during the day, staff supervise children in the rooms so that they do not have access to the front door when other children are arriving. The door is closed when not in use and a heavy security gate gives added protection. All these measures help to safeguard children. The manager has not been in post for very long, however, she has clear ideas about the areas of the nursery she wants to develop. She has already made improvements to the organisation of outside play activities and has identified further improvements which will benefit all children. The manager supports staff as they develop their own skills. She conducts regular staff supervision meetings when staff identify their training needs and discuss any areas where they need support. The manager acts on the points discussed. For example, she books courses and organises in house training to improve staff knowledge and this demonstrates her commitment to ongoing improvements.

Parents comment that they feel involved in their children's learning. They regularly share information from home which contributes to planning and they make staff aware of any important events in children's lives. Parents make visits to the nursery to talk about their role, for example as police officers, and they accompany staff and children on local trips.

There is a friendly atmosphere as parents drop off their children and enquire with other parents and staff about children's health. This provides a good model of communication for the children and continuity of care between parents and nursery staff.

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	EY240677
Local authority	Newham
Inspection number	933128
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	54
Name of provider	Chestnut Nursery Schools Limited
Date of previous inspection	14/06/2012
Telephone number	0208 925 7858

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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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