

Chestnut House Day Nursery

Church Road, Saughall, CHESTER, CH1 6EP

Inspection date

Previous inspection date

11/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Insufficient staff have appropriate qualifications, nor do they hold a current first aid certificate. This impacts on their ability to care for children appropriately.
- Safeguarding procedures do not ensure children are kept safe as the nominated safeguarding officer is not suitably qualified to provide support, advice and guidance to other staff members and staff's knowledge of procedures to be followed is variable.
- Staff do not effectively challenge or extend children's learning and play, nor do they observe and assess children to plan for their individual next steps in learning. Consequently, children do not make adequate progress.
- Staff suitability records and some children's required records are not always kept onsite, nor has agreement been sought from Ofsted to keep records off the premises.
- Staff do not have effective links with school or inform parents of the name of their child's key person and explain their role, when a child starts attending the setting. Therefore, effective relationships are not built to support children's welfare.
- Arrangements for reflecting on practice are ineffective and do not identify when requirements are not met, drive improvements or set challenging targets for the future.

It has the following strengths

- Children enjoy healthy meals and snacks and get plenty of physical exercise, which helps to establish healthy lifestyles.

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 children in their play and in their interactions with staff.
- The inspector sampled the club's documentation.
- The inspector spoke to the owner, staff and children.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Linda Shore

Full Report

Information about the setting

Chestnut House Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school building in the Saughall area of Chester and is managed by Chestnut House Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group.

What the setting needs to do to improve further

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

- ensure a current paediatric first aid certificate is held by at least one person on the premises at all times when children are present to ensure the appropriate care of children if there is an accident
- ensure at least half of all other staff hold at least a full and relevant level 2 qualification, so children are cared for by a qualified staff group
- ensure all staff have up-to-date knowledge of safeguarding issues to allow them to respond in a timely and appropriate way to protect children. This refers particularly to the procedures to be followed should they have concerns about the conduct of colleagues
- ensure there is always a lead practitioner for safeguarding onsite who is qualified to provide support, advice and guidance to other staff members on safeguarding issues as they arise
- ensure records are easily accessible and available onsite for inspection or in case of emergency or seek agreement from Ofsted to keep records securely off the premises
- plan challenging and enjoyable learning experiences to complement children's learning at school across the seven areas of learning and development. Use observations and assessment to take into account the individual needs, interests and stage of development of each child
- improve arrangements for self-evaluation and monitoring to ensure areas for development are identified and challenging targets for improvement are set by developing clear development plans to share with partners to drive continuous improvements
- inform parents and carers of the name of their child's key person and explain the role of the key person when a child starts attending the setting, so children's welfare is promoted.

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

- encourage children to use their communication skills effectively by, for example, asking open-ended questions and holding purposeful conversations that encourage children to think and talk to them about what they are doing

- establish a two-way flow of information with other early years settings to share information about children's progress and achievements, to help ensure the child's needs are met and to provide continuity of their learning and development.

Inspection judgements

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

Children are confident and make full use of the space and resources on offer. Most staff, while not qualified, have a basic knowledge of how to support young children's learning as they also work in a nursery nearby owned by the same group. However, planning and assessment systems are not yet in place to cover the areas of learning and observations are not yet carried out, formally or informally, to understand children's needs and interests. This means that children's individual learning needs are not identified or planned for to ensure they make progress and enhance their learning in school. Although, not planned or targeted, children do experience activities across all areas of learning.

Staff focus appropriately on children's social and emotional needs and encourage independence. However, staff do not demonstrate an ability to extend children's interests and learning through high quality interactions, such as open-ended questions that prompt children to think. For example, children have many opportunities to use their imagination as they dress-up and create their own characters and scenarios, but staff do not successfully involve themselves in children's play and follow their lead to extend their learning and involvement.

Children are confident in talking to staff and each other. They enjoy the time they have for sitting together in small groups, talking comfortably together. Children make full use of the large, soft play equipment with tunnels, slides and ball pools, which encourages them to run off energy after school as they build on their physical abilities and learn to take risks in a controlled environment. Children of all ages play cooperatively during games. They show increasing speaking skills as they talk to staff and confidently explain the rules of a game when asked. Children explain how they have to take turns to run and catch other people. They show an understanding as they describe what they have to say and how many they have to count to in the game. Older children spontaneously explain how they would tell others the rules if they did not know them, demonstrating the positive relationships children benefit from by attending the club. Consequently, children play happily together.

Younger children enjoy dressing-up and expressing themselves by acting out real life scenarios as they care for 'baby', learning to keep her warm and well fed. This helps children learn to begin to take responsibility for themselves and care for others. They have opportunities to be creative and enjoy the paint and glitter activities. However, the links between school teachers and the club are not yet secure as relationships with the teachers do not extend to the exchange of information about children's learning and development

needs. This means that they do not provide a complementary service to ensure continuity in children's learning.

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

Children show they are happy and content at the club and confidently approach staff for help or to include them in their play. This promotes their self-confidence and builds warm relationships. Staff model good hygiene practices and encourage children to wash their hands before eating. They eat healthy meals and snacks of sandwiches and fruit. Staff offer them choice and opportunities to share feelings and preferences. This begins children's understanding of healthy eating and enjoyment of freshly made food and helps them to feel special.

The focus on developing children's independence benefits their health and self-care skills. Children share responsibility to clear away plates after eating, showing willing as they carefully carry their things to the clearing area. They demonstrate a sound understanding of their personal needs as they independently put on their coats before going home.

All staff encourage children's natural impulse to be active and they are keen to make full use of the large, challenging soft play equipment. Staff implement safe practices to enhance children's understanding of how to stay safe, for example, they conduct risk assessments and ensure they supervise children appropriately. Consequently, children behave well and follow safety rules. They limit numbers of children accessing this at any one time and explain the dangers of boisterous play around younger children. Children demonstrate a good attitude to exercise and fresh air. The main outdoor area is currently being developed and is not accessible to children. Nevertheless, they do use the tarmacked area to the front of the building regularly for play and games, such as football. However, children's good health and safety is not assured in the event of an accident as there is no-one onsite with a current first aid certificate. This compromises children's well-being.

Young children are assigned a key person to help settle and include them in the club. However, the key person system is not effective in building relationships as parents are not aware of this, nor do they know who their child's key person is. This means that children's well-being is not promoted as well as possible as parents do not know who to contact about their children. Relationships with school are building. Club staff meet with parents before children start and collect useful information about them to help staff get to know children, ensure consistency for them and to smooth transitions from home. However, this is not used effectively to plan suitably challenging and interesting activities to meet their needs.

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

The provider has an insufficient understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This results in some requirements not being met. While the manager holds an appropriate

qualification at level 3, she manages all three settings within the group and therefore, she is not usually present at the site and working with the staff and children. The supervisor in charge on the day of inspection holds a relevant level 3 qualification, however, other staff do not hold at least a relevant qualification at level 2. This is a breach of requirements on both registers and means that children are not cared for by qualified staff, which compromises their safety.

The manager demonstrates an understanding of suitable recruitment and induction procedures, including how staff complete appropriate suitability checks before working with children. However, these records are not kept onsite as required. In addition, the records containing children's information, which is required to be kept, are not always kept onsite when children start at the club. All the above records were produced for inspection after the manager drove to the sister setting nearby where these are kept. However, prior arrangement to store the records off site has not been sought from Ofsted and this is, therefore, a breach of requirements. This means that information to keep children safe is not immediately available and compromises their well-being. None of the current staff team have a valid first aid certificate, which breaches requirements and has an impact on the staff's ability to act appropriately in the event of an accident or emergency. This is also a breach of requirements of both parts of the Childcare Register. Some staff have a reasonable understanding of what to do should they have concerns about a child in their care, however, they are less secure about procedures to follow should they have a concern about the conduct of colleagues and the safeguarding policy does not provide clear guidance. In addition, the nominated safeguarding officer present at the inspection was not suitably qualified to provide support and guidance to other staff members on safeguarding issues. Consequently, children's safety is not ensured, particularly in an emergency.

Arrangements for self-evaluation are poor and have resulted in breaches in requirements not being identified. In addition, the club does not currently have clear and challenging development plans to help secure further improvements. The managers have started to work with the local authority development workers to implement the revised Early Years Foundation Stage requirements and provide care and learning experiences to complement children's learning in school. However, this is not yet in place.

The provider and managers are developing links with the school. However, this does not yet result in the exchange of relevant information about children's interests or development to ensure they receive a complementary service in the out of school club. They recognise the need to share more information about the way they implement the Early Years Foundation Stage with parents. Parents receive information about the club when children first start and the club keep relevant information about activities on display for them to see. Children are encouraged to talk about their time in the club and take home art and craft items, which they have produced in the club, to help involve parents in their learning and play.

The management team have introduced staff appraisals to continually assess staff's suitability to work with children. The provider has developed appropriate links with the local authority to support managers and staff and help to plan to meet staff training needs. This demonstrates the provider's ability to develop where weaknesses are

identified, however, this is not transferred into their processes for self-reflection on the practice in the club. Consequently, leadership and management of the club is inadequate due to unidentified breaches of the welfare requirements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (compulsory part of the Childcare Register).
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (voluntary part of the Childcare Register).

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	EY457713
Local authority	Cheshire West and Chester
Inspection number	935403
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	5
Name of provider	Chestnut House Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01244880371

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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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