

Chestnut House Day Nursery

Chestnut House, Church Road, Saughall, CHESTER, CH1 6EN

Inspection date	13/12/2013
Previous inspection date	07/05/2013

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children receive good levels of care from all staff who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves.
- Children show a good understanding of familiar routines, such as tidy up time, which they respond to appropriately as they are aware of what is expected of them.
- Children are able to access the outdoor areas regularly for physical play and fresh air. This promotes their health and well-being in addition to developing their learning.

It is not yet good because

- The arrangements for assessing the development of young children by undertaking the progress check at age two, are yet to be fully embedded. This means that parents are not given enough information to enable them to understand their child's abilities and contribute to their learning.
- Ongoing assessment of children's learning and progress is not used consistently throughout the nursery to ensure children make the best progress possible.
- Self-evaluation of the setting is in the process of being completed and has not yet considered the views of parents and children in order to help develop plans for improvement.

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 activities in the three main playrooms and the outside play areas.
- The inspector spoke with staff, children and parents, carried out joint observations with the deputy manager and held meetings with the manager and the owner.
- The inspector looked at children's assessment records, checked evidence of staff suitability and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Chestnut House Day Nursery opened in 2004, but registered again in 2008 following a change in ownership. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Saughall area of Chester and is individually owned. The nursery serves the local area. It operates from a two-storey building, with three main playrooms located on two floors and staircases leading to the first floor. There are fully enclosed areas available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 71 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that progress checks at age two are shared with parents so they are aware of their child's strengths and any areas where their child's progress is less than expected so that they may focus their support accordingly
- ensure that ongoing assessment of children's learning and progress is used effectively throughout the nursery to ensure: all circumstances where early intervention may be required, are effectively identified; activities are planned to specifically match all children's individual learning needs to help them make good progress.

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

- develop the setting further through the use of the self-evaluation process, in conjunction with the views of parents and children, to identify areas for improvement.

Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Staff make regular observations of children and use their interests to plan a range of different activities and

experiences. Staff discuss how they then adapt activities as necessary by either simplifying them or adding more challenge accordingly. Children are, on the whole, seen to be working within the typical range of development expected for their age and are generally prepared for their next stage of learning. Children's initial starting points are identified, typically six weeks after starting at the setting, to assist in measuring their progress. However, assessment systems to track progress are not robust enough as currently only staff in the baby room monitor and track children's progress. This means that opportunities to plan activities to address specific learning needs or groups of children are not being carried out. Staff have started to complete the progress check for children aged two, however, are still to fully implement this by sharing the information with parents.

The environment has been changed to promote learning as display boards have been lowered and resources made easily accessible for all children. Staff have also implemented plans to ensure that resources are always available on a daily basis, such as sand and water play. Children's communication and language is developing. Staff caring for babies support them effectively by using relevant vocabulary to describe and comment upon what they are doing. For example, babies engage in pretend play as they use the teapot to pour into cups. Children in the toddler room enjoy accessing messy play activities and finding shapes in the shaving foam. Older children enjoy activities and games finding rhyming words and identifying letter sounds in their names. They also engage in singing activities, practising actions in preparation for their nativity performance.

Older children are learning the basic skills they need for school as the staff encourage independence and group activities. For example, children are familiar with routines, such as making a circle prior to sitting down for group activities. Staff discuss possible routines and activities which children may encounter at school to help reassure and prepare them. In addition, children's development files are shared with other providers when the children leave the setting, after consultation with parents. The setting is keen to develop relationships with parents to share information about children's care and education. For example, a coffee morning was recently organised to discuss children's learning profiles with their key person. Children in pre-school also have 'wow' books, which enable the setting to communicate with parents about their child's learning and achievements. The setting is also in the process of establishing a website whereby parents will be able to access information about their children's learning and make comments.

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

Children are happy and secure and they confidently explore the range of toys available in each room. They develop good relationships with staff and other children and play well together as there is an effective key person system in place. Staff are kind and caring and they manage situations well, such as when children find it difficult to separate from their parents. Children busily take part in activities, showing good imagination as they play and explore. They respond well to familiar routines, such as sitting co-operatively at group times and helping to tidy up and taking responsibility for certain tasks. Behaviour is managed effectively as children are reminded of the rules, which staff reinforce through their high expectations.

Staff are well deployed to supervise children closely and have a good awareness of what is going on around them. Consequently, they are very attentive to children's needs. Children's self-care and independence skills are encouraged as younger children use flannels to wipe their hands and face while older children access the bathrooms. Children also learn about staying healthy as they are reminded about why they wash their hands before mealtimes. Older children pour their own drinks at mealtimes, which further develops their independence skills. Children are served a variety of healthy and nutritious food and snacks. Staff are aware of children's individual dietary needs as they are prominently displayed in every room. Children have plenty of opportunities for fresh air as they regularly access the different outdoor areas where they have enough space to run around or use large climbing equipment. This helps children develop control over their large muscle movements. Children also learn about managing risks as they negotiate climbing stairs and also when feeding the nursery pets.

Staff ensure that children are well-prepared for transitions in the setting and for entering school. The setting ensures that there is effective continuity of care as planned visits are arranged for children and parental involvement is encouraged. There are effective links established with the local school, which includes visits to enable the older children to become familiar with the surroundings and routines and to meet the staff at school before the new term. This is very effective in enabling the children to be confident and secure in their move to school.

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

The inspection was brought forward following an investigation by Ofsted into a safeguarding incident. This resulted in Ofsted raising actions with regard to ensuring staff's continued suitability, ensuring that all members of the senior management team have a good knowledge and understanding of the Early Years Foundation Stage legal requirements and ensuring that progress checks at age two are carried out. Arrangements for safeguarding children within the provision are effective. The nursery owner has a secure knowledge and understanding of the legal requirements, specifically the safeguarding procedures to follow to ensure children are protected from harm. Appropriate checks on adults are carried out to safeguard children and ensure their continued suitability. The welfare of children is monitored closely. All staff have a clear understanding of what they should do if they have any concerns about a child. There is a thorough recruitment procedure in place. Children's well-being is supported as the premises are secure with safety and security procedures in place including a close circuit television system. Staff have an effective understanding of the setting's policies and procedures including maintaining accident and medication records and regular risk assessments, which positively support the safety of the children. Partnerships with parents are developing and on the whole, speak highly of the setting. They discuss how the setting offers flexible sessions and that children look forward to attending.

The owner and the management team demonstrate a suitable understanding of the learning and development requirements. Peer observations have been introduced following a recommendation from the previous inspection, to strengthen systems for

monitoring staff performance and to improve consistency in the quality of practice. There are regular staff meetings held in addition to supervision meetings every six weeks and annual appraisals. There are plans in place for more robust monitoring of children's progress to assist in early identification of needs along with sharing assessments, such as the progress check for children aged two, with parents, using specific computer software.

The setting is in the process of completing a self-evaluation form to identify their strengths and areas for improvement. They have gathered views of staff through the use of questionnaires and are still to seek the views of parents and children to help sharply focus future improvements on their needs. The setting is keen and focused to improve and is working closely with the local authority, implementing changes as necessary.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY372432
Local authority	Cheshire West and Chester
Inspection number	946827
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	71
Name of provider	Jonathon Jason Ashcroft
Date of previous inspection	07/05/2013
Telephone number	01244 880371

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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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