

Chestnuts Pre-school

Salvation Army Hall, May Road, Twickenham, Middlesex, TW2 6QP

Inspection date

Previous inspection date

28/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- A well-established key person system helps children to form secure attachments and promotes their well-being effectively.
- Overall children have access to an effective range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- The registered provider oversees and supports the staff team well, encouraging staff to access further training to support their development.

It is not yet outstanding because

- Children have fewer opportunities to access a wide range of programmable toys to support their understanding of technology.
- Although staff plan topics to support children's learning of the wider world they do not fully consider how to involve children further in talking about their home and community lives.

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 spent the majority of the inspection time observing the children in the pre-school as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager and registered provider throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the pre-school with a sample of parents.

Inspector

Jennifer Devine

Full report

Information about the setting

Chestnuts Pre-school re-registered in 2013. The pre-school is one of two childcare provisions owned by Chestnuts Childcare and Training Limited. The pre-school operates from the Salvation army hall in Twickenham in the London Borough of Richmond-upon-Thames. There is an enclosed garden for outdoor play. The pre-school is open each weekday from 8.50am to 3.15pm, term time only. There are currently 30 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs three permanent staff who hold relevant childcare qualifications and a further three staff members who also work at the other setting for part of the week. These three staff are studying for a childcare qualification.

What the setting needs to do to improve further

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

- enhance the range of programmable toys available to children, including modern technology equipment, such as computers
- enhance opportunities for children to talk about their own home and community life, and to find out about other children's experiences.

Inspection judgements

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

The whole staff team have a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. Overall, they are secure in their knowledge of how to promote the learning of young children. The playroom is well set up with a varied range of activities to capture children's interest and desire to learn. In addition, resources are easily accessible to children because there is a good amount of low-level storage. Therefore, children gain skills in becoming independent as they readily make their own play choices.

Staff know children well due to the small nature of the group and because all of them are cared for in one large playroom. Children's individual learning journeys are well maintained and contain good information, such as starting points and tracking documents to support future plans for each child's learning. Staff use this information well to help children make progress and to prepare them securely for their next stages of learning.

Children arrive happily and after saying good bye to their parent or carer explore the environment and quickly settle down with their choice of play. Staff sit with groups of children and support their learning effectively. Children enjoy exploring the various mathematical toys and sit for some time matching shapes and comparing the sizes as they follow picture patterns. During this time staff demonstrate the language for shape, position and measure, using words such as 'long' or 'short' and encouraging children to count how many. This promotes children's mathematical development strongly.

Children make good use of the writing area and spend extended time using the pencils and paper. They enjoy making marks and using scissors to cut out their pictures. They then choose to try out other materials using their imaginations as they glue and stick. There are some resources to support children's understanding of technology, such as cameras. However, these are not directly accessible to children to enable them to investigate these freely. Overall, there are few modern technology resources, such as computers for children to extend their skills in using electronic equipment.

Children enjoy group activities where they come together to listen to stories, sing songs and to share their news. Staff use signing during these times to complement the spoken word and this supports all children's emerging communication skills. Staff plan activities to develop children's knowledge of the wider world and share stories about different celebrations and customs. However, there are fewer opportunities incorporated into these activities to encourage children to talk about their own home and community lives.

Children who speak English as an additional language receive good levels of support, as staff obtain key words in their home language to help them settle. There are suitable systems to support children with special educational needs and/or disabilities. All parents have regular opportunities to meet with staff to discuss children's achievements and progress.

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

The effective key person system results in staff establishing good relationships with parents from early on and this supports children to settle quickly. Children arrive happily at pre-school and confidently wave goodbye to their parents or carers. They have developed good warm relationships with the kind and supportive staff. Staff sit close to children to support and reassure them in their play. They also ensure that snack times are a positive social occasion by sitting with the children at the table where they chat quietly together. Staff promote children's personal social and emotional development well. Consequently, children form positive friendships and play together. Staff manage children's behaviour effectively using positive strategies to support children in understanding the expectations of behaviour. As a result, children develop a good understanding of how to manage their own behaviour.

Staff have a good understanding of children's specific health, dietary needs and allergies, which they maintain accurate records of. Children learn about healthy lifestyles and follow good hygiene practices. For instance, they learn to use disposable hand towels when

washing and drying their hands before snack or after toileting. Children's independence with their self-help skills is developing well. For example, they pour their own drinks and learn how to put on their outdoor shoes when going out in the garden. Children enjoy playing outdoors where they access a wide range of activities. Although, this area is relatively small staff have organised the space effectively to enable the children to benefit fully from being outdoors. This approach supports children's physical health and well-being effectively.

Staff give children's safety and well-being a high priority and children play in a safe and secure environment. Children are learning to take responsibility for their own safety and the safety of others. For example, they learn the rules of the pre-school, such as not running indoors and being careful when using scissors. Staff further protect children's safety by their good understanding of appropriate supervision both indoors and outside. They follow effective security procedures, such as keeping the pre-school door locked and checking visitors identification before allowing them to enter the building.

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

The staff team understands effectively the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand and implement the pre-school's clear policies and procedures consistently. They know and understand their responsibilities for safeguarding securely and understand the procedures for reporting any concerns about children's welfare. Good recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. This includes a clear induction process for new staff so that they are aware of their roles and responsibilities. Effective risk assessments cover all aspects of the premises so that staff keep children safe.

The registered provider is committed to continually monitoring the pre-school and staff practice. She recognises and values the importance of self-evaluation. Staff take advice from the local authority early years advisors, which supports their secure capacity to maintain continuous improvement. Staff are supported well by good systems for supervision and identification of their training needs. They show a strong commitment and enthusiasm to continually update their professional development. This has a positive impact on the children's learning and development.

Partnerships with parents are strong. Parents receive a good range of information about the pre-school and their children's time there. Staff keep them well informed about their child's progress, achievements and daily experiences. Parents' speak highly about the pre-school and the staff team. Comments received from parents' indicate they are happy with the service provided. The pre-school form good relationships with local schools, other professionals and local groups. This supports children's continuity of care and future moves to school effectively.

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	EY461778
Local authority	Richmond upon Thames
Inspection number	916795
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	30
Number of children on roll	30
Name of provider	Chestnuts Childcare & Training Limited
Date of previous inspection	not applicable
Telephone number	02088985748

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

