

The Chestnut Tree Day Nursery 2004 Ltd

6a Nuxley Road, Belvedere, Kent, DA17 5JF

Inspection date	28/01/2014
Previous inspection date	07/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff are supportive and provide a stimulating learning environment therefore children are confident and become independent learners Who make good progress in their learning.
- Staff know the children they care for very well. They provide a friendly and open environment that helps children with their move through the nursery.
- The nursery environment reflects the cultures and interests of children and their families so children develop a good understanding of differences and the world in which they live.
- There is an effective key person system in place that ensures children's individual and emotional needs are met well and that their parents and carers are welcomed warmly into the nursery.
- The nursery is a highly evaluative setting resulting in positive changes that provide better outcomes for children.

It is not yet outstanding because

- Staff are not always consistent at ensuring all babies go out daily for fresh air.
- Although parents and carers are informed about activities children participate in and

their developmental progress, there are missed opportunities for them to add to their children's learning journals.

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 all three group rooms, the soft play room and the outside area.
- The inspector had discussions with parents, carers, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

The Chestnut Tree Day Nursery is one of three nurseries run by Chatterbox House Day Nursery Limited. It opened in 2004 and operates from three base rooms in an open plan building. Children have access to an enclosed outdoor play area. The nursery is set out over one level, although access to the garden is by stairs. The nursery is situated in the Nuxley village shopping area in Upper Belvedere, Kent. It is open each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. There are currently 92 children on roll, all of whom are in the early years age range, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ level 2. The manager holds Early Years Professional Status. The setting receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- continue to develop partnerships with parents and carers by ensuring that they are encouraged to contribute to their child's developmental records
- review the organisation of the day to ensure that all babies have the opportunity to enjoy fresh air while they are at nursery.

Inspection judgements

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

Children play in a bright and welcoming environment. They make choices about what they play with as staff have ensured that toys and resources are in clearly labelled boxes that children can see into. Toys and resources offer children opportunities to develop their learning in all areas. Key persons know the children that they are caring for very well and ensure that favourite activities are available and encourage learning at these. They also make sure that children participate in other activities as well to extend their learning and interest in all areas. Consequently, children enjoy a broad and varied curriculum and are making good progress in their learning and development.

Staff provide a stimulating learning environment and help children to become very confident and independent learners. Children arrive happily and share things of interest with all rooms in the nursery. Older children put things of importance in their own drawers, including their artwork, which they proudly share with their families. Staff encourage children take pride in their environment. They willingly tidying up and staff help them to match words and pictures on boxes so that toys are put away correctly. Photographs and drawings of family members and homes are displayed prominently around the nursery. Children enjoy looking at them and pointing out to their friends and staff things that are important to them. This also makes a connection between home and nursery. Children are kind and caring towards others. They share and play happily alongside and with each other. Staff are positive role models and consequently children are polite.

Children play in an environment that is rich in the written and spoken word. Staff talk through activities with children, introducing new and interesting words which children mimic, building their vocabulary. All children, including babies, use new words with confidence. Labels are written in English and other languages that are relevant to children's cultural backgrounds. Key persons work very closely with parents and carers to support children and their families, especially when English is an additional language. This helps children to settle into the nursery very well and have their individual needs met. Children enjoy stories, joining in enthusiastically with their favourite ones. They show high levels of concentration when listening to stories and interacting with books. There are many opportunities for children to develop their pre-writing skills when playing. In the garden children write lists and use water and paint brushes to make patterns on walls. Children are encouraged to write their names on their artwork and key persons support children to develop this skill by giving praise and encouragement. Numbers and shapes are displayed prominently throughout the nursery and staff are skilled at supporting children to develop their mathematical knowledge and understanding. For example, when children struggle to identify the number five they are encouraged to count up to that number and match objects to it, building on their understanding. In addition, children use scales to compare and contrast weights.

In the soft play room children manoeuvre their bodies into different shapes, rolling around, in an environment where they feel safe. Staff help babies to develop their physical skills as they help them to go down slides. Children climb, balance and ride on toys in the garden, thinking about how to use space wisely to develop their physical skills. Children use tools to create recognisable objects when playing with dough and scissors to help them create individual works of art. Children help themselves to a range of resources that help them to use their imaginations when creating. Due to good role modelling and guidance babies use crayons with increasing control to make marks on paper. Children explore sand, discussing the texture and smell of it, and what has been added to it to change how it feels. Staff ask questions that encourage children to use descriptive language. Toddlers walk across a variety of textures, enjoying and describing the textures their toes are feeling. Children use musical instruments and other things such as saucepans to make sounds. They enjoy dancing and smile happily when their favourite songs are sung, sometimes singing as they play. Staff provide children with a range of toys that develop their understanding of technology such as calculators and telephones.

Children are competent and confident users of the computer, enjoying games that develop their mathematical understanding. Staff are attentive to children's interests. For example, when a baby is interested in the inspector's laptop computer the key person offers her a pretend one which she then mimics what she sees happening, pushing buttons. The environment supports children to develop good knowledge and understanding about the world and their friends. Children enjoy meals that reflect different cultures and make displays that show what people eat around the world. This builds on their knowledge using things that they can understand and relate to. Children enjoy imaginative play with dolls houses and role play toys, including those that reflect diversity. In addition the environment reflects a diverse society to further increase children's understanding of the wider world.

Each child has a 'learning journal' that stays with them throughout their whole time at the nursery. This helps staff promote children's learning continuously. When children start key persons work very closely with parents and carers to find out children's like and dislikes and their starting points. This helps them to plan for children's individual learning and development. Continuous observation and assessment helps key persons to plan for children. Therefore children are making very good progress in their learning and development. Staff review activities to ensure that they are meeting children's needs and effectively supporting their learning. Staff demonstrate that they know children well and this knowledge helps staff to effectively support children's ongoing learning. Children benefit from staff who participate in their learning, who encourage them to play and explore. This results in children being active learners who are creative and supported to think critically. Staff are also skilled at knowing when to stand back and let children lead their own play.

Parents and carers receive weekly newsletters that include information about what their children have been participating in and what they will be doing. This helps them to continue learning at home. They are encouraged to continue with themes of learning such as transport by making buses and travelling on public transport, for example. Assessments are sent home regularly and parents invited to discuss their children's achievements with key persons. Although parents and carers may look at their children's learning journals whenever they wish they have to ask to do so as they are not easily accessible to them. Although they are encouraged to add to their children's learning journals and therefore share in their developmental achievements, many are currently missing out on doing this.

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

Children form strong friendships with their friends and staff. They turn to their key person for support, showing they have built warm and caring relationship with them. Key persons know children very well and respond to their need. For example, staff know why children may be upset and offer care that is suitable to their needs. Children respond positively to the care and attention that they receive. Due to staff implementing good strategies children are well behaved. For example, when outside play becomes a little aggressive children are distracted by a member of staff who introduces the idea that they become large animals. Then children use this aggression to pretend to be wild animals. Children

are supported to think about how their actions may affect others. This results in children being kind and caring towards others.

Children enjoy a healthy and nutritious diet. Staff sit with them at mealtimes, encouraging them to try a variety of foods and overall children enjoy meals. Children gave their input to the menu by discussing what they like and do not like to eat with staff. Key persons work closely with parents and carers to meet children's dietary requirements. Posters promote healthy lifestyles and help children to understand the importance of drinking water. Drinks are always available and children help themselves, showing an understanding of why and when they may feel thirsty. Young children are encouraged to identify their own cups by looking at photographs and do so, showing very high levels of independence. Children help themselves to tissues to blow their noses and wash their hands afterwards without prompting from staff. Children know why and when they wash their hands, taking charge of their own well-being. The garden is shared by the whole nursery so children play outside at set times each day. However, on the day of the inspection babies attending for the morning only were not given the opportunity to enjoy fresh air although they did exercise in the soft play area. Children are encouraged to put on their own coats and discuss how they need to wear them when it is cold outside. Staff implement sound nappy changing routine which help support children's well-being.

Children's moves through the nursery run very smoothly. Children can see into the other rooms which means that the area, staff and children are already known to them. In addition, staff spend time in each room and this enables children to start forming relationships with them. Parents and carers are involved in the moving process which ensures children's needs continue to be met and that relationships are formed with key persons. Before moving into their next room children make several visits with their key person who helps them to find the toys that they enjoy playing with, easing the process. When children are due to attend school their teachers visit and the nursery works very closely with them to prepare children. Children's self-help and social skills are very well promoted, helping to ease they move on to their new room or school.

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

Children play in a safe and secure environment. A secure entry system helps the nursery ensure that this continues to be the case. Parents and carers are very good at not letting other parents follow them in without checking with the manager first. Risk assessments are thorough and robust and help staff to ensure that children are safeguarded and potential hazards are minimised. Visitors sign in and out of the nursery and are never left alone with children. Children participate in regular fire evacuation practises so that they are prepared, and not alarmed, if there is an emergency. First aid and safeguarding training is updated as needed to ensure that all staff are aware of their roles and responsibilities in safeguarding children. The recruitment and induction process is thorough and supports staff to care for children appropriately. Daily registers are kept and staff ensure that ratios are maintained at all times, ensuring that everyone knows where they are. The majority of staff are qualified and are keen to build on their qualifications.

The manager encourages and supports their ongoing professional development.

Systems for self-evaluation are effective and focus on improving outcomes for children. The manager has spent much time observing practice in the nursery. She has made positive changes to the environment which have been highly beneficial to improve outcomes for the nursery and children. For example, the reorganisation of the nursery environment has provided a soft play area to give children more opportunities for physical play. There is now a welcoming space for parents where they are able to read a wealth of information. The layout of the nursery has helped children when they are moving from one room to another and staff say that it has made the nursery feel like a family. Staff evaluate their own rooms and what they provide for children. They identify areas for improvement and children are benefiting from the positive changes. Parents and carers views and opinions are valued and the nursery works closely with early years advisors who help them to evaluate and improve their setting further. Regular monitoring and appraisals sessions help staff to improve practice. Training is regularly participated in and shared with colleagues, helping to provide up-to-date care. The management team monitor the educational provision resulting in children enjoying a broad and varied curriculum. This is also used to identify any concerns or weaknesses, supporting children achieve and make good in their learning and development.

When children require further support key persons work very closely with other professionals to give children individual and extra support. This results in children making good progress in areas that are targeted. Any concerns are shared with parents and carers to help them support their children. Parents and carers are welcomed warmly to the setting and supply much information that helps key persons to meet their children's individual needs. They continue to update staff about their children and enjoy daily chats. They are invited to stay and play and to be part of a committee which supports the nursery. The strong partnership with parents and carers makes a very good contribution to ensuring that children's needs are met. Parents and carers are very happy with the care that their children receive. They say that their children benefit from attending a very organised setting that is also caring and approachable. They feel well informed and say that their children are making very good progress.

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	EY300179
Local authority	Bexley
Inspection number	944244
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	92
Name of provider	Chestnut Tree Day Nursery (2004) Ltd
Date of previous inspection	07/02/2011
Telephone number	01322 463626

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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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