

# Chestnut Nursery Schools

Woodgrange Infant School, Sebert Road, LONDON, E7 0NJ

<b>Inspection date</b>	04/02/2014
Previous inspection date	07/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 teach children effectively so that they make good progress in all areas of their development.
- Staff organise the environment very well with a good range of stimulating, interesting play resources and activities.
- Staff interact well with children and have strong relationships with them; therefore, children are happy and settled.
- Strong leadership and management mean that staff are fully supported and effectively provide good care and education to children.

### It is not yet outstanding because

- At times, the noise levels in the classroom are too high, which has an effect on the learning of children involved in quieter activities.

## 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 examined a range of policies and procedures the management uses when caring for children.
- The inspector observed equipment and premises.
- The inspector discussed the staff records.
- The inspector observed interaction between staff and children.
- The inspector had discussions with the manager and the area manager.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Chestnut Nursery Schools registered in 2007. It is one of a group of eleven nurseries and is situated in the grounds of Woodgrange Infants School in Forest Gate, in the London borough of Newham. The nursery is open every weekday from 8am until 6.30pm all year round. It incorporates a day care provision, out of school care and a playscheme. Children in day care have the use of an indoor playroom and a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are 44 on roll in the early years age group. The nursery employs six staff to work with children in the day care provision. Of these, the manager holds an honours degree in early childhood studies, four are qualified to level 3 and one is working toward a level 3 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 quality of teaching by encouraging children to further develop their listening skills, for example, by thinking about how they use their voices indoors when others are involved in quieter activities.

### Inspection judgements

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

Staff provide children with a good range of activities and resources that support them to develop well across the whole curriculum. Children enjoy being creative as they make shapes and cakes with pink play dough. They develop their mathematical skills as they roll and knead the dough, experimenting with shape and size. Staff teach children and help promote their language development as they sit and read to them, encouraging children to take part and asking them questions about the story. This demonstrates staff's good teaching techniques as they give children good opportunities to engage and speak in small groups. However, at times staff are not fully encouraging children's listening skills as the noise levels in the classroom are too high. This means on occasions, children participating in quieter activities are distracted from their learning.

Staff provide children with activities to support their knowledge of the world. For example, children enjoy handling and examining soil, bark and insects using magnifying glasses. Children build and design with interlocking shapes; staff support children asking children 'how does it work?' and discussing the aeroplanes and cars they have made. Staff provide children with wipe boards and pens which encourages children to make marks and develop their early literacy and writing skills. Children enjoy messy play activities, such as water and sand, which they play with while listening to background nursery rhymes. Staff

provide children with good supply of resources for role play and junk modelling to support their developing imagination. Therefore staff provide a range of educational experiences which help move children onto their next stage of learning.

Staff complete on-entry observations and assessments on every child in conjunction with the child's parents. This begins to develop the strong partnership with parents, who contribute to their child's initial assessments. Staff support children who speak more than one language by learning key words from their home language and implementing the 'Every child's talker' programme. This means staff are able to support all children to develop their language skills effectively and learn to communicate well, which are important skills that promote their language development.

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

Staff's well-established key person means that all children settle in well, building their confidence and self-esteem. Staff complete detailed information records on each child and work closely with parents so that each child's needs are known and met. Staff are good role models. They support the children both inside the classroom and outside in the garden. They are deployed well so that children can request support when they need it during play. For example, outdoor play is available throughout the day and children make choices about where they want to be.

Staff teach children the importance of behaviour boundaries, for example, children learn to show respect for each other and share the resources. Children explore the garden and take small risks as they climb and run freely. Staff provide resources and activities which support children's awareness of different cultures and backgrounds. For example, resources reflect differences and staff celebrate different festivals with children. Staff organise the home corner to reflect an Indian restaurant with Indian menu. Staff offer children a well balanced menu and nutritious meals and drinks which helps them learn about the importance of a healthy lifestyle. Children enjoy daily exercise and fresh air. This enables them to learn about different weathers and how their bodies work when exercising. Staff support children to learn about how to manage their personal hygiene. For example, children are taught how to use the toilet and the importance of hand washing. Staff provide children with a well-resourced environment which stimulates and interests them, all of which supports their future development and independence.

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

Strong leadership and management mean that the nursery is well run and children progress effectively. The manager understands her roles and responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Therefore, children are safe and secure and they develop well in all areas. Staff know and understand the safeguarding procedures so are able to identify concerns and refer these to the relevant agencies. The

management team recruit staff who are suitable and have been robustly vetted by them. They also follow their comprehensive safeguarding procedures thoroughly when issues arise with staff and work closely with the Local Safeguarding Children's Board. All staff's disclosure numbers are displayed for parents to view. The manager continues to monitor staff suitability by undertaking six weekly supervisions and observing staff working with the children. The induction process is detailed and all staff are closely monitored during their probationary period. Staff complete risk assessments regularly so that any hazards to children are removed, keeping children safe.

The management team offer staff good opportunities to develop professionally by allowing them to attend various training courses. Staff also carry out peer observations on each other to improve their childcare practice. Staff work well with parents; they invite parents to open evenings to discuss their child's progress. Staff provide parents with regular newsletters and a parents' information board, which includes space for parents to write what they would like the staff to teach their child. For example, what their child has achieved at home and how staff can continue the learning at the nursery. Staff work closely with external agencies, such as social services, to support children and parents in meeting the needs of their child. The effective self-evaluation process has meant that improvements have been made in the nursery as staff identify their strengths and weaknesses.

### **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

<b>Unique reference number</b>	EY359395
<b>Local authority</b>	Newham
<b>Inspection number</b>	952957
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Chestnut Nursery Schools Limited
<b>Date of previous inspection</b>	07/03/2011
<b>Telephone number</b>	02085558119

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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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