

Chestnuts Nursery Limited, Barnwood

148 Barnwood Road, GLOUCESTER, GL4 3JT

Inspection date	03/03/2014
Previous inspection date	23/05/2013

The quality and standards of the early years provision	This inspection:	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 plan exciting learning experiences which motivate children to learn well.
- The nursery's management has a strong commitment towards improving the quality of the provision, which helps to ensure good outcomes for children.
- Staff have good relationships with parents and provide them with comprehensive information on all aspects of their child's time in the nursery.
- Staff make effective use of observation and assessments which helps to ensure that children make good progress from their individual starting points.

It is not yet outstanding because

- Staff do not always make the most effective use of questioning during activities to challenge children's thinking and extend their understanding further.
- Systems that support staff who cover different rooms are underdeveloped, which, on occasions, affects their full knowledge about children's care routines.

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 toured all areas of the nursery that children use.
- The inspector observed activities with both the indoor and outside environments and undertook a joint observation with the manager.
- The inspector had ongoing discussions with the management, staff and children at appropriate times throughout the inspection.
- The inspector scrutinised policy and procedure documentation and welfare records, and also sampled children's development records and planning documents.
- The inspector spoke to parents and carers to gain their views about the nursery.

Inspector

Sue Bennett

Full report

Information about the setting

Chestnuts Nursery Limited registered in 2009. It is one of two nurseries owned by Chestnuts Day Nursery Limited. It is registered on the Early Years Register. The nursery is situated in Barnwood, a suburb of Gloucester. The nursery occupies a large detached property. Children are cared for in age-related groups, with young babies and pre-school groups on the ground floor and one- to three-year-olds on the first floor. Outside there is an enclosed garden with a vegetable plot, grassed and all weather surfaces, a planting area and a 'secret garden'. The nursery is open each weekday from 7.30am until 6pm all year round. Children can attend on a part or full day basis. There are currently 144 children on roll within the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It also supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A team of 16 full and part-time staff work with the children. Of these, one of the owners holds Early Years Professional Status and 13 other staff are qualified to at least level 3 in childcare. In addition, the nursery also employs a cook and gardener. The nursery has achieved the Bristol Standards Quality Accreditation award.

What the setting needs to do to improve further

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

- strengthen the use of questioning skills by staff as they engage with children, to challenge children's thinking and extend their understanding
- review the systems which enable cover staff to become familiar with the different room routines to support the consistency of care for children.

Inspection judgements

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

All staff have a good understanding about how young children learn and develop. They make effective use of observations and assessment to plan for children's next steps in learning. For example, staff observe older children making patterns with bricks and plan future activities to extend their understanding of counting by grouping sets of objects together. Staff see that babies enjoy play with pop-up toys, so they extend this by providing toys with buttons that make noises. Specialist staff devise good quality individual education plans to help children who need additional support in their learning. For children who speak English as an additional language, staff make effective use of picture books and resources to develop their understanding. Consequently, these channels of support

enable all children to make good progress from their individual starting points. Staff plan a stimulating range of activities that motivate children to play and explore. As a result, children enjoy their learning and concentrate well during their chosen play experiences. Staff engage effectively with children during their play and provide good support for their communication and language development. For example, staff repeat key words such as 'ball' and 'cup' to help babies begin to talk. Older children listen attentively at story times because staff read books that they enjoy. Staff encourage them to participate, such as joining in with repetitive phrases. However, on occasions, staff miss opportunities to challenge and extend children's learning. For example, they do not make full use of questions that begin with 'how, why, what and where' which encourage children to solve problems and think critically. Staff make good use of play activities to introduce counting skills such as saying 'one, two, three' as younger children fill containers. Children listen well and carefully put in the objects to correspond with the counting sequence. Children thrive on the rich variety of creative experiences that staff plan. Younger children enjoy hand-painting activities and older children concentrate well as they decorate a pair of giant's trousers with materials. Staff support children's physical development well. They position exciting treasure baskets and toys which motivate babies to crawl and stretch to reach. In the outside area, children have good physical opportunities; gardening activities help them to learn about the world, such as understanding how plants grow. A good variety of early writing experiences, such as chalkboards and drawing tools, help older children to develop fine muscle control. During cutting and sticking activities, staff model the correct use of scissors. Children concentrate well and show great pleasure when they succeed in cutting fabrics and paper. These skills help to prepare children well for their transfers to school.

Staff have strong links with parents and provide them with good levels of information about their child's learning and development. Staff talk to parents informally each day and regularly share children's development records. Daily diaries ensure parents are fully aware of younger children's care routines. Additionally, parents attend formal parents' meetings, including those which follow the assessment checks for two year olds. These systems ensure that parents are fully aware of their child's future learning and encourage them to continue the support at home. New children settle quickly because of the effective induction systems that are in place, such as taster sessions at the nursery.

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

Children are happy and keen to begin their day at the nursery. Staff greet children in a warm and friendly manner when they arrive; this helps them to feel safe and secure. For example, when babies are reluctant to part from parents, staff smile and talk in a reassuring way, holding out their arms in a welcoming manner. This comforts babies and helps them to form strong bonds with the staff who care for them. Staff put out favourite toys for older children that they know they enjoy playing with, such as constructional apparatus and drawing tools. This encourages children to interact positively with their friends and supports their social development well. The key person system is effective in supporting children's needs and the buddy system ensures the continuity of care during staff absence. Parents know who their child's key person is through the meetings and

information that they receive as children move through the nursery. However, on occasions, some cover staff are unsure of the room routines. This is because not all rooms have the information on display for their quick referral, which affects the consistency of care for some children. Children talk happily to staff about their home experiences and staff listen with interest to what they have to say. This effectively supports their development in confidence.

Staff provide good support for children's personal development. There is a consistent approach to promoting positive behaviour across the nursery. When children exceed behavioural boundaries, staff sensitively explain why it is not acceptable. For example, they explain the importance of sharing toys and taking turns because that is how good friends behave. Staff make good use of positive praise such as saying 'well done' and 'clever boy'. Babies begin to appreciate their successes because staff clap their hands to acknowledge their achievements. These strategies support children's development of positive self esteem well. Children happily play together and enjoy each other's company. They are eager to help their friends, such as working together to fill buckets with sand and showing one another how to fit constructional apparatus together. The good organisation within the rooms enables children to move around their areas and make independent choices in their play, with a strong degree of self-assurance. Children enjoy using their imagination as they dress up in super-hero costumes and princess dresses. Staff provide effective support to help children become independent during their daily routines. For example, they encourage older children to put on their own coats and shoes, and younger children to feed themselves at snack time. These skills help to prepare children well for their next stages in learning.

Staff effectively develop children's understanding of healthy lifestyles. Children have good daily access to the outdoor areas for fresh air and exercise, which they greatly enjoy. Lunchtime meals are nutritious and freshly cooked each day, with a good balance of fresh vegetables and fruit. Staff provide for children's individual dietary needs well. Children are developing a good understanding about the importance of healthy hygiene; older children know that they need to wash hands before eating to prevent germs spreading. Staff have a strong focus on children's well-being. For example, they explain the need to line up quietly when moving between rooms and the importance of holding scissors carefully so that they do not injure their friends. As a result, children are developing a positive understanding about their own safety.

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

The nursery's owners and manager have a strong knowledge of their responsibilities for safeguarding children and ensuring their welfare. A good range of policies and procedures are in place and help to ensure that children are safe and secure. Parents receive good levels of information about these procedures through regular newsletters and the nursery's website. Designated senior staff for safeguarding have appropriate higher level training and all staff attend regular training updates. During discussions, staff competently explain the procedures to take should they have concerns about children within their care,

including the reporting or any incidents of mal practice by other staff. The owners and manager clearly understand the need to take prompt action and explains that they always take advice from the local safeguarding authority if there are any concerns about staff or children. They also have a clear understanding about informing the regulatory authorities about any serious incidents or changes within the nursery. All staff have good levels of childcare qualifications and one of the nursery's owners has early years professional status. New staff undergo rigorous recruitment processes to ensure their suitability to work with children, which includes reference checks. Additionally, the manager observes the quality of their practice before appointing them. Thorough induction processes ensure that all staff are fully aware of their roles and the nursery's routines.

Staff have a stringent approach to promoting children's safety in the nursery. They supervise children well at all times and adult to child ratios in all rooms successfully meet the regulatory requirements. The nursery keeps comprehensive records for medication, accidents, incidents and children's attendance, which further ensure all aspects of children's welfare. Additionally, staff always inform parents about any occurrences concerning their children during their time in the nursery; during discussions parents confirm the good quality information that they receive. Risk assessment processes are thorough. Staff undertake daily checks on all areas that children use and any hazards are quickly addressed. All visitors to the nursery must sign in and present their identity before they can enter the nursery. Staff regularly practise emergency evacuation drills in case of fire with the children. These thorough procedures result in the nursery being a safe, stimulating and welcoming environment for children to enjoy.

The management has a strong understanding of the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. The manager ensures ongoing good quality practice by regularly observing staff as they interact with children and holds individual review meetings with them. The manager also monitors all children's learning and development records and the planning that staff prepare. This helps to ensure equality of opportunity for all children and an equal balance to the learning provision. Additionally, all staff have regular appraisal meetings, which support their professional development needs well. Recently staff have attended courses on observation and assessment processes and the importance of messy play. Additionally two staff members are currently undertaking their level three childcare qualifications.

The management have strong systems of self-evaluation in place. These effectively help to identify the nursery's strengths and points of future development. Staff meet together regularly to review all aspects of the nursery's practice. Additionally, parents have good opportunities to contribute their views, either through periodic questionnaires or by leaving notes in the suggestion box in the nursery's foyer. Future improvements include the development of the outdoor area and the introduction of a peer observation and monitoring system; this will enhance staff practice and provide further support for the key person system. The staff have successfully achieved the recommendations set at the last inspection with positive outcomes for children. For example, new boxes for book storage enable children to choose their own books easily. Consequently, these processes effectively illustrate the nursery's strong drive for continuous improvement to support the best outcomes for children.

Good systems are in place to support children's individual learning and development needs. For example, staff regularly involve external specialists when children need additional intervention support. Staff take great care to involve parents in these discussions, so that they understand children's needs. As a result, these effective partnerships supportively help to close gaps in learning for children with low starting points. Staff have effectively links with other early years' settings and local primary schools. Before children transfer to school, key persons and school staff meet to share children's records and discuss their individual needs. Additionally, at key transfer points within the nursery, staff complete communication passports. These processes support the smooth transfers for children between their educational phases well. During discussions, parents comment on the highly caring attitudes of staff. They feel that staff are approachable and always very receptive towards their views. Parents say that the nursery gives children a good start to their future learning.

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	EY379310
Local authority	Gloucestershire
Inspection number	952623
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	77
Number of children on roll	144
Name of provider	Chestnuts Day Nursery Ltd
Date of previous inspection	23/05/2013
Telephone number	01452386888

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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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