

# Chestnut House Day Nursery

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

<b>Inspection date</b>	17/11/2014
Previous inspection date	13/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good because it is based on staff's detailed understanding of individual children. Their animated and enthusiastic teaching makes learning fun and engaging.
- Warm relationships are built between staff and children. This means children who are more reserved are well supported to settle quickly and take advantage of all the learning opportunities provided.
- Children's are encouraged to be independent and voice their opinions from a very young age. They are developing high levels of confidence and very good social, physical and communication skills.
- The management team are fully committed to driving improvement in the provision. Staff's professional development is nurtured to improve teaching and learning. Safeguarding children is a high priority for all staff working in the nursery.
- Partnerships with parents are very strong. They are delighted with the care of their children and the progress they are making. Clear communication provides parents with details of children's next steps in learning and how they can support these.

### It is not yet outstanding because

- Younger children are not always encouraged to develop their own ideas about how to manage problems, to maximise their ability to think critically and manage difficulties.
- Staff have not been fully included in the assessing of their own and others teaching skills to identify improvements and ensure practice is helped to become exemplary.

## 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 main playrooms and outside play areas.
- The inspector held meetings with the owner, the manager and the two deputies of the setting and undertook a joint observation with one of the deputies.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sarah Rhodes

## Full report

### Information about the setting

Chestnut House Day Nursery opened in 1985. It changed ownership in 2004 and reregistered as a limited company in 2008. 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 owner also runs another pre-school provision and an after school club on other premises. 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 22 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 4, 11 at level 3, three at level 2 and one staff member is a qualified nurse. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 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 further improve the quality of the early years provision the provider should:

- enhance younger children's ability to understand how to manage problems, through discussion and experimentation, for example, by using questions that challenge children to think and support children to develop solutions for themselves
- build on improvements implemented since the last inspection, for example, rolling out peer observations to include all staff as observers to embed reflection on enriching teaching and learning even further.

## Inspection judgements

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

The nursery promotes children's learning and development well. Children are well-prepared for the transition to school because staff tailor the activities to children's ages and abilities. They ensure children are supported to develop their skills and independence. Staff's teaching is very effective as they use routine events and group times to promote children's confidence and communication skills. The children are inquisitive and interested in everything around them because staff actively support even the very youngest children to make choices and a contribution to conversations. Children are making good progress in their communication skills, with some children using baby sign language alongside spoken words. Older children sometimes using the French they are learning to thank staff for helping them. Small group activities become increasingly more focused for older children who are soon to start school, for example, they develop a greater understanding

of mathematical concepts and phonic sounds. The older children start to understand about patterns, count objects and even start to understand that two numbers can be added together to make a larger number. For example, two and two makes four. They start to recognise letter shapes as they find their name card at lunchtime and make connections with sounds they hear in words. For example, children notice that the word, tomorrow, begins with the letter 't' or enjoy making marks as they write the starting letter of their name in a tray of oats. Staff ensure they continually stretch more able children. For example, some start to recognise that words have more than one syllable. They support all children to learn key skills, which they will use in the school reception class by making group times fun and interactive. For example, toddler age children learn to listen to their friends and appreciate others' contributions at group times. They enjoy using a song sack to select props as part of a group singing session and join in with enthusiasm. However, staff use questioning to support younger children to solve problems less often, this means they have fewer opportunities to think through problems for themselves and come up with their own solution.

Parents praise the continuity in staffing because it means they really get to know the children. Staff proactively encourage parents to provide information, which informs their assessments of children's abilities and activity planning for each child. They provide information to parents about the topics they are covering and what children have enjoyed during the day. This means that parents can carry on with these types of activities at home. Pre-school children can take books home to share with their parents, which is good preparation for when they move on to school. Staff also provide generic information on issues, such as helping a child to give up a soother. Staff build on the information they obtain from parents to get to know the children's interests and abilities through regular short observations. These are linked to a development document. This allows staff to track children's progress and make plans to extend their learning. It also provides information that the staff bring together to check children's progress as a whole group. Analysis of this information informs the staff about the areas of learning they need to focus on to ensure the children make good progress in all areas. The staff ensure that a summary of children's development is produced for parents in time for the progress check for children between the ages of two and three years. They also produce a similar document on a regular basis, which ensures parents and other professionals are kept well-informed of children's progress. They discuss these summaries with parents and jointly agree next steps in children's learning, following these discussions. This means next steps in learning are based on the very best understanding of children's abilities, both in the nursery and at home. It also means that parents are able to continue supporting these areas of development at home and feel very well informed about their child's abilities. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with parents. This means that the staff can fully support parents through any referral and assessment processes which may be necessary. If children have special educational needs and/or disabilities staff are proactive in accessing additional training, for example, in speech and language issues. This ensures that training has a positive effect on the teaching and care that staff provide.

The calm but industrious environment that staff develop provides children with interesting and extensive indoor and outdoor spaces and activities, which cover all areas of learning. The children's knowledge of the world is developed as they use the gardens and look at

the changing seasons or start to understand the needs of the pet chickens and ducks. They enjoy imagining what it is like to be a doctor or a patient in the role play area and consider the Nativity story in more detail as they practise for the Christmas play. The children are provided with a range of sensory experiences and opportunities to design their own creations. For example, older children design three dimensional models from recyclable materials, while babies explore the properties of corn flour and water and toddlers experience the smoothness of playing in shaving foam.

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

The processes to help children settle into the nursery are highly effective because each group room has a staff group that is small and consistent. Staff cultivate a calm, warm and constructive environment. Children and parents quickly build strong and happy relationships with their key person. The nursery has recently introduced a key person buddy. This is a second member of staff who will be available for children and parents when the key person is absent. Those children who are more reluctant or less sure are well supported to grow in confidence. For example, staff know children well and play alongside them to support them to join in with activities. They listen to the children and recognise when they need their special toys and comforting object because they are feeling unsettled. The care and attention they provide in supporting children's social skills has a very positive affect on children's ability to move on to school successfully. This ensures all children have their emotional well-being effectively supported.

Children's behaviour is very good. Staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates. Some babies show great empathy when their friend is upset and bring a teddy for them to cuddle. All children, including the babies, develop healthy lifestyles. Staff ensure that children have considerable access to physical exercise during the day. This is achieved through dance and exercise sessions inside and play opportunities in the extensive outside areas.

Children's dietary needs are met through the provision of freshly prepared meals and the cook ensures these are well balanced and attractively presented. Staff are very aware of children with food allergies and processes are in place to ensure children are kept safe. All children, including the babies, are supported by staff to understand that mealtimes are social occasions where they share food with friends. Toddlers and pre-school children develop self-care skills, as they are encouraged to extend their ability to manage their hygiene needs, such as washing their hands before meals. Regular nappy changing takes place and babies understand that they use the flannels to ensure their hands are clean. Pre-school children serve themselves at mealtimes and learn how to clear their plates away when they have finished, all skills that help to prepare them for the move on to school. Children are encouraged to keep themselves safe through discussions and activities. Staff ensure children understand the safety rules around crossing the road before trips out and children learn to competently and safely use stairs throughout their time in the pre-school room.

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

The children benefit from a nursery that has a strong management team who are committed to continual improvement in the quality of the service they provide to parents and children. Robust recruitment procedures and induction processes ensure staff's suitability is established when they are employed and reviewed regularly. Children are safeguarded through the implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. Staff have recently undertaken safeguarding training to ensure their knowledge is up-to-date. Most staff have also undertaken first-aid training and a rolling programme of training ensures that trained staff are always present to manage accidents. The building and outside area are secure, which ensures that children cannot leave unaccompanied and this helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks. Health and safety concerns and identified hazards are promptly addressed and minimised through robust risk assessments and effective safety measures. For example, drop bolts have been installed on the baby room outdoor play doors, to ensure they do not move when in the open position. This means they are secure if children steady themselves by holding on to them when leaving the room. The nursery has very clear processes to assess and maintain required staff to child ratios. This ensures children are adequately supervised and their welfare needs, such as nappy changes are carried out when required.

Required policies and procedures are in place to help with the safe and smooth management of the nursery. The actions and recommendation that were raised at the previous inspection have been successfully met and have improved the outcomes for children. The nursery staff are committed to developing the service for parents and children. Considerable effort has been exerted by all staff to implement a culture of reflective practice, which involves all members of staff, parents and children. A review of many aspects of the learning environment has been undertaken since the last inspection with the help of the local authority advisor. The nursery management team have also been successful in completing the Investors in People accreditation. This provided a structure for the nursery to develop action plans to ensure the nursery is continually moving forward with improvements to the provision. Annual appraisals are undertaken with staff and regular supervision sessions ensure staff have a dedicated time to discuss any issues they have with the manager. More robust monitoring of all aspects of teaching and learning has been introduced since the last inspection. This pro-active monitoring of the quality of care and teaching includes the employment of a second deputy manager to focus on staff training and development. She undertakes observations of staff working with the children and the results of this monitoring feeds into the appraisal system to identify training needs. Opportunities to allow all staff to observe each other's teaching and share their comments and observations are not fully exploited, in order to ensure they develop the very best skills in reflecting on their own and others' teaching practice. The managers monitor room activities and the completion of observation files and assessments

of children's progress. They analyse children's progress to ensure no group of children is progressing less favourably than others.

Partnerships with parents and carers are good because staff have developed a number of ways to help them feel comfortable and welcomed. For example, they can attend coffee mornings where they can discuss their child's progress or record their thoughts in children's daily diaries or wow books. Parents also exchange information with staff at the beginning and end of the day. They feel confident to telephone the nursery for advice on childcare issues that are worrying them. Parents' ideas are also sought through the use of a questionnaire. The nursery website provides detailed information about how the group operates. Partnerships in the wider context are used to develop the quality of education. The nursery links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with special educational needs and/or disabilities, ensuring that services are in place to support a child when they transfer to school. The pre-school is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They have links with local schools to support the exchange of information to meet children's needs and facilitate their move on to school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY372432
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	996374
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Jonathon Jason Ashcroft
<b>Date of previous inspection</b>	13/12/2013
<b>Telephone number</b>	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.

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.

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