

Chestnut Grove Kindergarten

5 Pathfields Road, Clacton-on-Sea, Essex, CO15 3JH



Inspection date

16 March 2017

Previous inspection date

22 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider is enthusiastic about providing a high-quality service and sets a clear direction for the nursery's future development. She understands the community that the nursery serves and ensures that extra funding is used wisely to support children who need it.
- Children and babies easily access a wide variety of toys and resources, both indoors and outside. Activities are planned to match children's abilities and interests and help them to progress well.
- Children have secure attachments with their key persons. Staff provide warmth and sensitivity in their interactions, particularly with the youngest children. This helps children and babies feel safe and ready to learn.
- Children's learning at home is well supported. Parents attend consultations with the key persons and have electronic access to information about their children's care routines and activity planning. Staff also give parents advice on how to support their children in readiness for starting school.

It is not yet outstanding because:

- Although management and staff have started to monitor the progress of different groups of children, this is not yet firmly embedded to successfully analyse and reduce any difference in children's achievement and focus more precisely on helping all children make the best possible progress.
- At times, staff do not use highly effective ways to encourage children to think for themselves and express their ideas and understanding.

What the setting needs to do to improve further

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

- strengthen the way management and staff evaluate the progress made by different groups of children and use the information gained to identify any variations and ensure that any gaps in learning are closed even more quickly
- support staff to enhance their skills and extend opportunities for children to think deeply and express their reasoning and understanding.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors carried out joint observations with the provider, who also acts as the manager, and the deputy manager.
- The inspectors held discussions with the provider, staff and children.
- The inspectors viewed a sample of the children's development records.
- The inspectors reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspectors took account of the views of parents spoken to on the day.

Inspector

Patricia Champion and Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Children are closely supervised as staff are effectively deployed, both indoors and outside. Staff have a confident understanding of their responsibilities regarding child protection. All staff complete safeguarding training and hold first-aid qualifications so they can deal with accidents and emergency situations. Recruitment is thorough to ensure that those working with children are suitable to do so. There is regular staff supervision to monitor staff's practice, tackle underperformance and support their professional development. Partnerships with schools, outside agencies and other professionals are well established. Staff use these effectively to support children's ongoing development and to provide them with continuity in their care and learning.

Quality of teaching, learning and assessment is good

Staff help babies and children to make a secure start to their learning. They frequently observe children as they play in order to determine their individual interests, stage of development and their next steps in learning. Children who have special educational needs and/or disabilities, and children who speak English as an additional language, are given carefully targeted support to meet their individual learning needs. Children show a good sense of pride when they complete tasks for themselves. They enjoy sharing their memories of recent learning experiences with staff and visitors. Children learn to develop their early reading skills effectively. They listen attentively to stories and learn about the sounds of the letters in their name. Children talk about the wall display based on their favourite books and use their imagination as they look at books for pleasure. Children also have opportunities to take books home to share with their family.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into the setting. Staff work with parents from the outset to ensure that children's care routines reflect those at home. Children of all ages develop independence skills and learn the importance of following good hygiene routines. They eat independently and older children learn how to manage their lunchboxes. Children are physically active and have regular access to the outdoor environment. Staff use the outdoor area successfully to extend each child's learning experiences. They assess risks effectively and ensure children play in a safe environment. Children behave well and learn to play carefully. They show a good understanding of the importance of rules and routines. They are kind and considerate towards others.

Outcomes for children are good

Children develop the key skills that are needed in readiness for their move on to the next room in the nursery and they become prepared for starting school. Children listen, pay attention to staff and follow instructions eagerly. They share toys, cooperate with others and develop friendships with their peers. Babies and toddlers are fascinated by natural resources and explore malleable and messy materials. Older children develop their scientific knowledge as they experiment with ice, sand, water and compost. They play imaginatively and use mathematical language as they recreate real-life scenarios, such as preparing a meal or visiting a baker's shop.

Setting details

Unique reference number	EY408264
Local authority	Essex
Inspection number	1065513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	132
Name of registered person	Chestnut Grove Kindergarten Ltd
Registered person unique reference number	RP529717
Date of previous inspection	22 March 2013
Telephone number	01255 429 029

Chestnut Grove Kindergarten was registered in 2010 and is one of three settings run by the same limited company. The nursery employs 23 members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 4, 12 staff hold a qualification at level 3 and three staff hold a qualification at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs and/or disabilities.

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