

<b>Inspection date</b>	16 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager has a good understanding of her role and responsibility. She evaluates the setting, identifies areas to develop and is committed to improve all aspects of the provision. Outcomes for children continually improve and they make good progress.
- Children are happy, safe and secure in the nursery. The staff provide a welcoming environment which offers a variety of learning experiences for children.
- Staff have a good understanding of how young children learn and develop. They plan activities that appeal to children's interests and support their progress across all areas of learning.
- Staff are consistently giving clear messages to the children about the good behaviour they expect. This helps children to develop good social skills. They readily share and take turns as they play and form positive relationships with staff and their friends.
- The manager and staff work really well with other professionals to support children's learning and development. They meet children's individual requirements, including those that require additional support.

### It is not yet outstanding because:

- Staff sometimes misses opportunities for the children to learn to do things by themselves, so that they become even more independent.
- The manager has not fully embedded systems to monitor staff's practice to help minimise the few inconsistencies in the quality of practice and teaching, to raise it to the highest level.

## What the setting needs to do to improve further

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

- encourage children to do more things for themselves during their everyday routines, to fully promote their independence
- build on staff's professional development to minimise the inconsistencies in the quality of practice and teaching and enhance to the highest level.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including children's learning and assessment records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation and improvement plans.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff attend safeguarding training and keep up to date with safeguarding procedures. She ensures that there are enough staff on a daily basis to supervise children effectively. The manager uses thorough recruitment and induction procedures to help ensure that all staff are suitable to work with children and contribute effectively towards safeguarding children. Staff have a good knowledge of the families and children they support. They have daily conversations about the children's day and share children's progress regularly. The manager and staff monitor children's progress effectively to identify any gaps in learning and to provide additional support when needed to help children catch up.

### Quality of teaching, learning and assessment is good

Staff regularly observe children's achievements and plan activities that reflect their interests and next steps in learning. Children are encouraged to develop their communication skills. For example, staff ask questions effectively during children's play and sing nursery rhymes with the younger ones. Staff work well to ensure that children receive targeted support if necessary. For example, they use daily information given by the parents to complement their assessments and involve them in their children's learning. Staff encourage children to use their imaginations. For example, children use pots to make music and calculators as mobile phones to talk to their parents about their activities. Children use and extend their experiences of everyday life in their learning.

### Personal development, behaviour and welfare are good

Children are active and develop their physical skills. Staff make good use of the outdoor area to extend learning opportunities for children. For example, children enjoy using soft blocks to build towers, talking about colours and sizes. Staff ensure children get plenty of physical exercise, enjoy healthy snacks and meals, and follow good hygiene routines. For example, they encourage children to wash their hands before snack time. Children learn the link between personal hygiene and being healthy. Staff ensure to minimise risks for children by checking the learning environment daily. They also have a secure understanding of the procedures if a child should have an accident, which helps to support children's welfare effectively.

### Outcomes for children are good

All children, including those who receive funding and children who have special educational needs and/or disabilities, make good progress from their starting points. They catch up quickly and learn a good range of skills to help prepare them for the next stage of their learning. For example, they develop good social and communication skills, asking for help if needed. They have good levels of confidence and self-esteem.

## Setting details

<b>Unique reference number</b>	EY489504
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1100046
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02089844686

Chestnut@Markyate registered in July 2015. The nursery is located in Dagenham, Essex. It is open on Monday to Friday from 8am until 6pm, for 51 weeks of the year. There are eight staff. Of these, two staff hold a qualification at level 6 and six staff hold a qualification at level 2 or 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

