

# Chestnut Tree Day Nursery

Chestnut Tree Day Nursery, 6a Nuxley Road, BELVEDERE, Kent, DA17 5JF



## Inspection date

31 May 2017

Previous inspection date

28 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Systems to monitor the quality of teaching are not rigorous enough. This means there is inconsistency in practice, including the quality of adult interactions to support children in their play.
- Staff do not fully support children's language and communication skills especially for children who speak English as an additional language.
- Staff do not always make the most of opportunities to help children to develop their independent skills especially during lunch time.

### It has the following strengths

- Children develop strong attachments to staff and quickly settle. They are happy, make friendships, learn to follow the rules of the nursery and behave well.
- Parents comment positively about their children's experiences.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ strengthen the system to monitor staff practice so teaching becomes of a consistently high standard, including the quality of staff interactions to extend children's learning	04/07/2017
■ improve staff's knowledge of how to support children's language and communication skills especially children who speak English as an additional language so they make the best possible progress	04/07/2017
■ make sure staff make the most of learning opportunities across the day to further support children's developing independence skills.	04/07/2017

## Inspection activities

- The inspector observed activities both indoors and in the outside area.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with staff and children at appropriate times during the day and held a meeting with the manager and the provider.
- The inspector looked at a range of documentation including evidence of staff suitability and policies and procedures.

### Inspector

Pauline Nazarkardeh

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Leaders and managers reflect on the quality of provision and recognise the need to make improvements. They are aware that systems to monitor teaching need to be more rigorous, so that all staff are clear about what they need to do to improve their practice. However, their input has yet to be fully implemented in order to bring about these necessary improvements. Safeguarding is effective. Staff have completed relevant training and understand their roles in safeguarding children. They know what to do if they have concerns about a child or member of staff. There are suitable procedures for ensuring the suitability of staff, both at the time of recruitment and on an ongoing basis.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Children do not always receive the support that they need in order to engage, concentrate and learn well. Although staff observe and monitor children's progress they do not always use the information gained from this well enough to deliver activities to meet children's individual needs. For example, group times for older children are not organised successfully to meet children's differing abilities. As a result, some children lose interest. Children who speak English as an additional language are not fully supported to communicate or to develop their understanding of what happens next. Consequently, children do not have enough opportunities to develop their communication skills. However, children have some opportunities to engage in purposeful activities. For example, older children extend their mathematical skills and identify numbers up to 10 and beyond when they measure their height. Staff provide creative activities for toddlers, such as painting using glue sticks. The youngest children develop their physical skills, for example as they watch and then chase the bubbles.

### Personal development, behaviour and welfare require improvement

Children of different ages take it in turns to use the outside play space. Children learn about expected behaviour, as staff teach them to share and take turns. For example, when using the computer the children use the egg timer so that everyone gets an equal amount of time. Children learn about hygiene practices, for example, they know to wash their hands before eating. Children enjoy suitable meals, which meet their individual dietary needs and are freshly prepared on the premises. However, opportunities are missed to develop children's independence. For example, staff fail to recognise that most children are capable of pouring their own drinks at meal times. Parents say that they are happy with the care provided and that their children enjoy attending. They feel that staff keep them well informed about their children's learning.

### Outcomes for children require improvement

Variability in the quality of teaching means that not all children make consistently good progress in their learning and development. Generally, children are confident and sociable. Younger children are developing their physical skills as they crawl and move around. Older children gain some of the skills they need to help them prepare for their eventual move to school. For example, children learn mathematical skills as they play, such as counting and using numbers.

## Setting details

<b>Unique reference number</b>	EY300179
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1099572
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Chestnut Tree Day Nursery (2004) Ltd
<b>Registered person unique reference number</b>	RP909008
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	01322 463626

The Chestnut Tree Day Nursery is run by Chestnut Tree Day Nursery (2004) Ltd. It opened in 2004 and operates from three base rooms in an open plan building. Children have access to an enclosed outdoor play area. The nursery is set out over one level, the garden is accessible by 3 steps. The nursery is situated in the Nuxley village shopping area in Upper Belvedere, Kent. It is open each weekday from 7.30am to 6pm all year round. There are currently 83 children on roll, all of whom are in the early years age range, some children attend on a part-time basis. The nursery currently supports a number of children who speak English as an additional language. There are 13 members of staff, ten of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery also employs an Office Manager. The setting receives funding for the provision of free early education for children aged two, three and four years.

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