

# Chestnut Nursery School

124 Chestnut Avenue, Forest Gate, London, E7 0JJ



## Inspection date

13 October 2017

Previous inspection date

17 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders have high expectations of what children can achieve. They consistently monitor and evaluate children's progress, ensuring any gaps in learning are quickly closed.
- Leaders and staff are positive role models for children. They encourage children to be tolerant and well mannered. Staff are responsive to the needs of children.
- Leaders and staff create a warm, homely environment. Children make very good use of the broad range of equipment to extend their learning and enjoyment.
- The key-person system is effective and enables staff to get to know the children well. This helps them to support children's individual interests and learning needs.
- Leaders plan for, and implement, effective and worthwhile changes. They have taken actions to address recommendations from their previous inspection.
- Leaders make good use of support and guidance from other relevant professionals to meet the needs of individual children and to improve the quality of their practice.

### It is not yet outstanding because:

- Staff do not encourage children's mathematical understanding as effectively as possible when supervising activities.
- Partnerships with parents are positive but there are limited opportunities for them to take an active role in the day-to-day life of the nursery to support their children's learning.

## What the setting needs to do to improve further

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

- review and improve the opportunities to promote early mathematical skills, with particular regard to older children
- extend the opportunities for parents who wish to take a more active role in their children's learning.

### Inspection activities

- The inspector spoke to some parents and children to take their views into account.
- The inspector observed the interaction, teaching and learning between children and staff.
- The inspector carried out a joint observation with the manager.
- The inspector looked at staff records, including staff suitability to work with children.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures.

### Inspector

Havva Pavli

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff keep up to date with changes in safeguarding legislation. They have a clear understanding of their responsibility to report any concerns they may have regarding a child's welfare. Leaders follow effective recruitment procedures and there are arrangements to check the ongoing suitability of staff during supervisory sessions. Leaders monitor and track children's progress closely, and take action to close gaps in learning. They make good use of the training and skills of individual staff to support all children who require extra input or who have special educational needs and/or disabilities. This helps to ensure outcomes for all children are good. Leaders regularly monitor the quality of teaching and provide extensive training opportunities to support staff to continually improve their skills and knowledge.

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

Staff complete observations and assessments of children's learning. They use this information effectively to plan for their next stages in development. Staff focus well on supporting children's language and communication. They speak clearly to younger children, engage older children in conversation and model new words well. Staff provide many opportunities for children to develop their early reading skills. Books are accessible in all areas and leaders have established a cosy and inviting library. Children have great fun and use their imagination well through activities such as playing with modelling dough. For example, they incorporate glitter, buttons and other materials as they mould and shape spiders and butterflies.

### Personal development, behaviour and welfare are good

Children form good emotional attachments with staff, who help them to feel happy and ready to learn. Children are well behaved. They comment that they are 'happy and enjoy playing with their friends'. Staff support children's physical abilities well. For example, younger children confidently explore their environment by climbing and crawling. Staff make good use of the local environment to extend children's understanding of the world. For example, older children enjoy long walks and are fascinated by the building work taking place to redevelop their community. Staff skilfully build on children's interest by providing resources, including toy diggers and lorries. Children also take part in activities relating to different festivals, such as Diwali, Eid and Easter, and learn about other cultures and faiths.

### Outcomes for children are good

Children, including the very young, are independent and all enjoy learning. They are prepared well for their future move to school. Children remain focused on activities for long periods, concentrating and working through their ideas, for example, as they play with the dough. Children develop good communication and language skills. They are confident to help others to pronounce words correctly. Children gain good social skills and are able to share and take turns well.

## Setting details

<b>Unique reference number</b>	EY240677
<b>Local authority</b>	Newham
<b>Inspection number</b>	1061674
<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>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Date of previous inspection</b>	17 September 2013
<b>Telephone number</b>	0208 925 7858

Chestnut Nursery School registered in 2002. It operates from a converted house in Forest Gate in the London Borough of Newham. The nursery is open each weekday from 8am to 6.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children. The nursery employs 12 permanent members of staff. Of these, one holds early years professional status, 10 hold qualifications at level 3 and one is qualified at level 2.

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