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| Inspection date | 19 October 2017 |
| Previous inspection date | 27 June 2014 |

| 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

- Children consistently display positive behaviour. Staff set clear boundaries and model positive behaviour to teach children right from wrong. They regularly reinforce the rules and the behaviour they expect and they remind children how to keep safe.
- Staff provide a wide range of stimulating opportunities for babies and older children to explore and learn. For example, older children learn to make their own play dough and staff join in with their play to develop their communication and thinking skills well.
- Leaders evaluate the provision well. They know the setting's strengths and they continue to review areas for improvement effectively. For example, they have increased opportunities to encourage and support children's understanding of healthy eating.
- Staff work well together to implement the setting's daily routines, policies and procedures effectively. They supervise children well inside and outside, and complete regular checks to ensure the environment is safe for children to play and explore freely.

It is not yet outstanding because:

- Some staff do not use new children's settling-in information and observation well enough to plan how to support them to settle quickly and consistently motivate them to play.
- Although staff work well with parents to share information about children's experiences, they miss opportunities to support parents to extend children's learning at home to improve their development even further.

What the setting needs to do to improve further

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

- make better use of the information about new children to plan a wider range of activities to help them settle easily and consistently keep them engaged
- make better use of opportunities to work with parents more to encourage the continuity of children's learning at home.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector had a meeting with the deputy manager and leaders during the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure staff attend safeguarding training and they are familiar with the setting's safeguarding policy and procedures. Staff have good knowledge of child protection issues and they know how to report any concerns about a child's welfare. Effective recruitment and vetting procedures help to ensure they employ suitable staff to work with children. Leaders provide ongoing supervision and professional development opportunities to enhance staff practice and improve the quality of care and teaching. For example, the deputy manager gives feedback and mentors individual staff to develop their confidence and improve their teaching practice. Staff monitor children's progress well. They work closely with other professionals to set targets and support children who have special educational needs to help them close gaps in development successfully.

Quality of teaching, learning and assessment is good

Staff know individual children's needs and interests well. They interact with children during their play to support their learning and development effectively. For example, they encourage babies to make sounds, repeat and learn new words well. Older children express their needs and interests effectively. They talk about their play and experience confidently. Older children develop their mathematical skills well. For instance, they learn to count, learn about volumes and recognise shapes. Toddlers display good coordination, mobility and balance. They enjoy exploring with different sensory, imaginative and creative materials. Children develop their understanding of the world well. For example, they learn to operate technological resources, such as computers and household items.

Personal development, behaviour and welfare are good

Children develop positive relationships with their key person and other children well. They listen to staff and welcome other children to their play. Children develop their confidence and independence effectively. They manage small tasks on their own. For instance, they serve their food, feed themselves, choose their play and tidy up the resources. Staff offer regular praise to develop children's self-esteem and to help them recognise their own achievements. Children learn about different cultures and families in the community. Staff provide children with healthy food to eat and good opportunities to develop their physical well-being.

Outcomes for children are good

Children make good progress and develop the skills for the next stages of their learning well. For example, babies actively move around to explore and develop their muscles effectively. Older children recognise and practise writing their name, recognise letters and retell stories well. They learn to share and take turn to use resources during group activities. With support, children who have special educational needs learn to concentrate on short activities well.

Setting details

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| Unique reference number | EY436365 |
| Local authority | Barking & Dagenham |
| Inspection number | 1069107 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 4 |
| Total number of places | 89 |
| Number of children on roll | 108 |
| Name of registered person | Chestnut Nursery Schools Limited |
| Registered person unique reference number | RP520854 |
| Date of previous inspection | 27 June 2014 |
| Telephone number | 02087241539 |

Chestnut@Gascoigne registered in 2011. It is located in Barking, within the London Borough of Barking and Dagenham. The setting operates Monday to Friday from 8am to 6pm, throughout most of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. The setting employs 18 members of staff, including the manager. Of these, one member of staff holds early years professional status and 17 staff hold early years qualifications between level 2 and level 6.

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