

# Chestnut House Day Nursery

Chestnut House, Church Road, Saughall, Chester, CH1 6EN



<b>Inspection date</b>	12 December 2017
Previous inspection date	17 November 2014

<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 are keen to drive the continual improvement of the nursery. They use information from parents, staff and children to target development plans. Staff are equally as enthusiastic about this process and engage in regular reflective practice.
- Staff foster positive relationships with children. They get to know them well by gathering details about what children like and about their home lives. Staff make good use of information provided by parents to support children's learning and development.
- Staff encourage parents to become actively involved in children's learning. For example, they are invited into the nursery to participate in children's activities and play.
- Staff are well qualified and experienced. They receive good support through professional development and supervision meetings to build on their existing skills and knowledge. This helps to ensure good outcomes for children.

### It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.
- Staff do not always manage the environment well. Occasionally, it is too noisy for children to listen and concentrate.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for rapid progress
- manage the environment more effectively so that children can always listen and concentrate on their activities.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector met with the leadership team. She reviewed and discussed relevant documentation, including their self-evaluation form and evidence of staff's professional development.
- The inspector observed and evaluated the effectiveness of activities in the indoor area. She jointly evaluated an activity with a manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector met with parents and reviewed their written feedback to take their views into account.

### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to identify and report concerns relating to children's welfare or the conduct of adults. Leaders have implemented effective systems to recruit staff and monitor their ongoing suitability. Staff use risk assessment effectively to minimise or remove potential hazards to children's safety and the premises is secure. Staff work effectively in partnership with other agencies to support children who require it. They understand the importance of sharing information with other settings and professionals that are involved in children's lives. Parents provide positive feedback about the support, guidance and communication skills of the nursery staff.

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

Staff observe children regularly and identify relevant next steps to support their ongoing development. Babies explore with their senses as they touch and taste cooked spaghetti in large trays, for example. Younger children develop their physical skills and creativity as they explore malleable dough. Staff encourage them to follow their own ideas and interests. Older children successfully identify colours and shapes. They recreate their own experiences from the nursery, such as practising songs in a group, using musical instruments. Staff help to promote children's understanding of the world. For example, a developing partnership with a local care home for older people enhances children's understanding of their local community.

### Personal development, behaviour and welfare are good

Children enjoy attending the nursery and bond well with their key person. Babies benefit from warm and caring interactions with staff, who respond effectively to babies' individual needs and routines. Children behave well as staff make their expectations of children's behaviour very clear. For example, staff use songs and rhymes to help children understand and engage in routines, such as when it is time to tidy up. Staff act as positive role models for children. They encourage children to follow hygiene procedures and children demonstrate a good understanding of how to keep themselves safe. For example, children learn to use stairs carefully and climb with good physical coordination.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Children develop skills that help to prepare them for the move to school. Older children can follow instructions from adults and play cooperatively. Staff help children to resolve disagreements and their turn taking skills are well supported. Children are developing their early mathematical skills. For example, staff encourage them to count the number of decorations on a tree. Older children practise forming letters through playful and skilled interaction from staff.

## Setting details

<b>Unique reference number</b>	EY372432
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1104775
<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 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Jonathon Jason Ashcroft
<b>Registered person unique reference number</b>	RP514360
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	01244 880371

Chestnut House Day Nursery registered in 2008. The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, or are working towards a qualification. The nursery opens from Monday to Friday for 51 weeks per year, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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