

Chestnuts Pre-school

Salvation Army Hall, May Road, Twickenham, Middlesex, TW2 6QP



Inspection date

19 March 2018

Previous inspection date

28 January 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

- A knowledgeable leader, who has many years' experience in providing childcare and training students, leads the team of staff effectively in working directly with children.
- Continuous improvement is successful. Management monitors all aspects of the service and supports staff effectively to identify their own learning needs. Staff access training and benefit from mentoring from senior staff to overcome any gaps in their knowledge.
- Children settle very quickly on arrival at the pre-school and are keen to engage in all the activities on offer. They participate in the group's welcoming session with enthusiasm and throughout the day, and they have lots of fun.
- Transitional arrangements from the nursery to the pre-school are very effective. Staff offer well-organised, tailored settling-in sessions that meet children's individual needs.
- Parents and grandparents are warmly welcomed into the pre-school. Staff invite them to spend time reading books to the children, and observing their children enjoying their learning and playing with their peers.
- Partnerships with parents and other providers are very strong. Parents have copious opportunities to communicate with the staff about their children's care, learning and development. Staff obtain parents' views on all aspects of the service.

It is not yet outstanding because:

- At times, during adult-led activities, some staff do not utilise the good range of resources available to them to fully extend the children's learning.
- Occasionally, staff do not take opportunities to help children begin to learn about the process of change, such as when exploring different textures and ingredients.

What the setting needs to do to improve further

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

- make full use of opportunities to utilise the good range of resources available to extend children's learning experiences
- support children more consistently as they begin to understand about the process of change, especially as they learn to explore different textures and materials.

Inspection activities

- The inspector completed joint observations with the two managers, and observed activities in the indoor and outdoor play areas.
- The inspector discussed teaching methods with the manager and her deputy.
- The inspector held meetings with the management team, and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of parents' written views and those spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Between them, the management team have many years' experience in helping to protect children from harm and neglect. Staff fully understand their responsibilities with regard to raising any concerns about children in their care with the designated person for child protection. The management team is proactive in ensuring the staff team is aware of changes in legislation through regular staff meetings and training. Effective monitoring by management helps to identify which staff would benefit from additional support and guidance to extend children's learning. Parents describe the quality of the service as 'fantastic'. They especially appreciate the rapid progress their children make. Parents also strongly value how flexible the managers are in providing additional hours of care to meet their changing work commitments.

Quality of teaching, learning and assessment is good

Staff plan and prepare activities they know the children will enjoy, and support their individual next steps in their learning effectively. Children participate in a stimulating range of experiences that engages their interests and natural curiosity as learners. Children learn about the growing process and the circle of life through hands-on experiences. Children watch broad beans they have planted grow in a jar. Children use their bodies in a variety of ways to demonstrate their understanding of the parts of a plant. Children pretend to be a tree or flower growing from a seed. They describe their feet as the roots, their legs and torso as the stem, and their arms and fingers as the branches and the leaves. There is a real buzz of singing throughout children's play and routines.

Personal development, behaviour and welfare are good

Children learn how to be thoughtful and show consideration to one another. Staff are very kind and caring, and share warm relationships with the children in their care. Children develop strong friendships with their peers. Children's behaviour is very good. Staff take opportunities to remind the children of their expectations for behaviour in the pre-school, and to learn the difference between right and wrong. Staff successfully support children's health and well-being. Children thoroughly enjoy the range and quality of the nutritional meals on offer. Lunchtime is a vibrant time for socialising.

Outcomes for children are good

Children develop good skills for their future learning and in readiness for the move on to school. They are confident in leading their own learning. Children learn strong skills in being independent, such as through serving their own meals, clearing the table and washing their own plates and cutlery. Children are articulate and develop good communication skills with adults and other children.

Setting details

Unique reference number	EY461778
Local authority	Richmond upon Thames
Inspection number	1069263
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	26
Name of registered person	Chestnuts Childcare & Training Limited
Registered person unique reference number	RP532532
Date of previous inspection	28 January 2014
Telephone number	02088985748

Chestnuts Pre-school registered in 2013. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 7. The pre-school opens from Monday to Friday during term time only, from 8am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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