

<b>Inspection date</b>	28 March 2018
Previous inspection date	4 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager is exceptionally reflective. She thoroughly evaluates all aspects of the provision and includes the views of parents, staff and children. She makes the most of support and advice from the provider and other professionals to help drive forward improvements and maintain an outstanding standard of teaching and learning.
- Staff give parents excellent support to continue children's progress at home. For example, they provide a book-lending scheme and regular ideas for simple, age-appropriate activities. Parents' contributions are highly valued by staff. For example, they display parents' comments and photographs of their children's learning.
- Staff are extremely attentive to children and get to know them very well. The activities they plan are firmly based around topics and themes which appeal to children's current interests. For instance, staff use children's enjoyment of a favourite story about a bear to teach them to follow instructions and move in different ways.
- Children demonstrate that they feel exceptionally happy and secure at nursery. They build close bonds with their key person and other staff and are highly confident and independent as they play.
- Staff have high expectations for what all children can achieve. Where children may benefit from additional support, this is quickly identified and effective measures put in place. For example, staff use signing and pictorial timetables to support children's understanding of nursery routines. Staff form strong partnerships with other professionals to help secure the best outcomes for children.

## What the setting needs to do to improve further

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

- implement the proposed plans to further enhance staff's professional development and monitor the impact that this has on the already excellent quality of teaching.

### Inspection activities

- The inspector observed activities indoors and outdoors, and carried out a joint observation with the manager to assess the quality of teaching and the impact on children's learning.
- The inspector had discussions with parents and took account of their views, alongside written feedback from parents.
- The inspector had a meeting with the provider, manager and operations manager.
- The inspector spoke to staff and children at intervals throughout the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and children's learning records.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager uses highly effective systems, such as regular supervisory meetings and focused training, to further develop the excellent teaching. For example, staff have successfully implemented training on phonics to enhance children's literacy skills and help prepare them for starting school. The manager plans to introduce more regular opportunities for staff to monitor their own practice and share their skills and knowledge more effectively with their colleagues. The arrangements for safeguarding are effective. Staff know how to report any concerns about children's welfare. They use risk assessments and daily checks effectively to help keep children safe. The manager and staff provide a very relaxed and welcoming environment and build strong and effective partnerships with parents. Parents speak highly of staff and praise the outstanding quality of care and education their children receive.

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

Staff make regular and very precise assessments of children's development which they use to identify what children already know and what they need to learn next. The manager closely monitors the progress of individuals and groups of children to ensure that teaching and resources are used as effectively as possible to support children's excellent progress. Staff provide an excellent variety of activities which children use imaginatively to support their individual needs and interests. Some children use dried oats to explore measurements as they fill containers of various sizes. Others use the oats to support their imaginary play as they pretend to cook or to feed the toy animals.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They help children to understand what is expected of them and to make positive choices about their behaviour. For example, they consult children on the 'golden rules' for the nursery and use a pictorial display to support children's understanding of these. Children enjoy plenty of fresh air and exercise each day. Staff make the most of the large nursery garden to promote outdoor play in all weathers. For example, during cold or wet weather staff keep children active and engaged with innovative games, such as leaping over puddles. Managers and staff have developed excellent relationships with staff at local schools. This helps to provide continuity in children's learning and support their welfare needs as they move to school.

### Outcomes for children are outstanding

Children make excellent progress. This includes children who have special educational needs (SEN) and/or disabilities, children who speak English as an additional language and those who receive funding. They develop a wide range of skills and abilities to support their future learning and help them prepare for starting school. For instance, they learn how to understand and manage their personal care needs, such as remembering to put on wellington boots before going outside in the rain. Children behave exceptionally well. They are friendly and helpful, and play harmoniously together.

## Setting details

<b>Unique reference number</b>	EY359395
<b>Local authority</b>	Newham
<b>Inspection number</b>	1068840
<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>	2 - 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Date of previous inspection</b>	4 February 2014
<b>Telephone number</b>	02085558119

Chestnut@Woodgrange registered in 2007. The nursery is open every weekday from 8am until 6.30pm for most of the year and incorporates out-of-school care and a holiday playscheme for children attending the adjoining infant school. The nursery employs nine staff to work with the children. Of these, eight hold a relevant childcare qualification to level 3. The manager holds early years professional status.

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