

Chestnut Tree Day Nursery

Chestnut Tree Day Nursery, 6a Nuxley Road, Belvedere, Kent, DA17 5JF



Inspection date

12 April 2018

Previous inspection date

31 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff work in close partnership with parents to help support a smooth settling-in process for children who start at the nursery. For example, they ask parents to share photographs and videos of children and their families and use these skilfully to help initiate interactions with the children. Children are emotionally settled and are prepared well for the next stages in their learning.
- Staff provide interesting opportunities for children to build on their imaginations. For example, older children pretend to travel in an aeroplane. Staff join in enthusiastically in their play and pretend to check passports. Children chatter happily and talk about the places they have travelled to on their flight.
- Self-evaluation is effective. The manager and staff target improvements effectively and have addressed the actions and recommendation raised in the previous inspection. For example, the manager has improved arrangements for staff supervision and provides able guidance to individual staff to ensure consistency in the quality of teaching.
- Children build on their independence. For example, older children learn to serve their meals, toddlers learn to set up the table, and babies learn to feed themselves.

It is not yet outstanding because:

- The management team has not fully explored ways to minimise the occasional gaps in information sharing when staff leave the nursery and new staff take over.
- Staff miss some opportunities to fully enhance outdoor play experiences for children, particularly babies.

What the setting needs to do to improve further

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

- consider ways to improve the exchange of information, particularly when there are staff changes
- enhance the learning opportunities for children, particularly babies, as they enjoy spending time outdoors.

Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector held discussions with the manager and staff at appropriate times.
- The inspector took account of the views of parents and children.
- The inspector carried out a joint observation with the manager and assessed how the manager reviews staff performance.
- The inspector assessed the effectiveness of the self-evaluation process and how the management team plans for improvements.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The new manager ensures that staff have a secure understanding of the nursery's policies and procedures with relation to child protection. Staff know how to identify and refer any concerns and are alert to signs that may indicate children are at risk of extreme views or behaviours. The manager trains staff on the legislation relating to the early years foundation stage, which helps to support a team approach to meeting the requirements effectively. She aims high for all children and tracks their progress regularly. She guides staff effectively to make realistic assessments of children's development and identify any concerns in their learning. The manager establishes close links with professionals and shares information effectively with schools, which helps her to support a consistent approach to their shared care and learning. Children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language benefit from these arrangements.

Quality of teaching, learning and assessment is good

Staff provide a range of opportunities for children to build on their understanding of the world. For example, they hide toy models of animals in the sand and help toddlers to find and name them. Older children learn to care for living things. For instance, they feed the fish. Staff stimulate babies effectively to help them build on their creativity. For example, they play music and encourage children to dance and copy actions. Staff use their knowledge and skills effectively to help children build on their communication and language skills. Older children learn to answer questions and young children learn to name objects. Staff provide opportunities for children to listen to songs in their home languages, such as French, which helps to support continuity in their experiences.

Personal development, behaviour and welfare are good

Children form positive relationships with others. For example, older children chat happily with each other as they play in the mud kitchen. Babies delight as they play peek-a-boo with the staff. They smile and giggle as they remove the fabric and uncover the staff member's face. Staff support children closely to help them learn to share resources and take turns with each other. Children behave well. Toddlers build on their hand-to-eye coordination, for example, as they learn to catch toy ducks with a net. Staff acknowledge children's achievements, which helps them to build on their self-esteem. Staff help older children to learn to take appropriate risks. For instance, they show them how to use the scissors safely. Children are motivated to try new activities. They build confidence in their abilities.

Outcomes for children are good

Older children build on their mathematical skills. For example, they learn to weigh toy teddy bears on scales. Toddlers learn to name vegetables, such as celery, potatoes and carrots. This helps to build on their understanding of the world. Babies develop a sense of themselves. For example, they curiously observe their reflection in the mirror. Children make good progress from their starting points.

Setting details

Unique reference number	EY300179
Local authority	Bexley
Inspection number	1101383
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	58
Number of children on roll	69
Name of registered person	Chestnut Tree Day Nursery (2004) Ltd
Registered person unique reference number	RP909008
Date of previous inspection	31 May 2017
Telephone number	01322 463626

Chestnut Tree Day Nursery registered in 2004. It is open each weekday from 7.30am to 6pm all year round. There are 17 staff who work at the setting. Of these, 12 hold relevant childcare qualifications. The setting receives funding for the provision of free early education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

