

Chestnuts Childcare Ltd

Byron Street, Shirebrook, Mansfield, Nottingham, NG20 8PJ



Inspection date

1 May 2018

Previous inspection date

21 December 2016

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

- The manager has high expectations and is passionate about her work. This has a positive impact on the morale of practitioners as they are motivated and enthused about the work they do. Practitioners work with other professionals to provide the support that is needed for children to succeed in their learning and development.
- All children make good progress from their individual starting points. Practitioners observe and assess children's progress accurately. They use their assessments well to monitor children's progress and identify gaps where children may need extra support.
- The key-person system works well. Practitioners skilfully support children's emotional well-being, helping them to settle quickly and become ready to learn.
- The manager organises the environment safely. She completes ongoing risk assessments and regularly reviews the space available, taking into consideration the needs of all children. Adult-to-child ratios in each room are consistently met. Children are safe.

It is not yet outstanding because:

- Although the manager and senior leaders monitor practitioner's performance regularly, this is not fully effective in order to raise the good quality of teaching to an outstanding level.
- The ways in which practitioners gather information from all parents about children's learning in the home is not promoted with maximum effect.

What the setting needs to do to improve further

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

- build on the existing reflection and monitoring systems to focus more precisely on raising the quality of teaching to the highest possible level
- extend ways to gather ongoing information from parents about children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager who is also the owner.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector
Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and practitioners keep their safeguarding knowledge up to date. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare. The manager ensures the continuous suitability of practitioners to work with children and that practitioners understand their roles and responsibilities to help promote children's safety. The manager actively seeks feedback from practitioners, parents and children to review the provision and make improvements. Practitioners are well qualified and their continued professional development is promoted well through regular meetings and well-planned training. Parents are very happy with the service provided. They comment on how much their children enjoy attending and particularly like the welcoming feel of the nursery.

Quality of teaching, learning and assessment is good

Practitioners are knowledgeable about how children learn. They use the detailed observations they make of children's learning well to help plan future activities for children. Teaching is effective. Practitioners interact well with the children and join in with their play. They know the children well, including their personalities and abilities. Practitioners successfully adapt their interactions to help children, particularly those who speak English as an additional language, to develop good understanding and speaking skills. Those working with babies frequently repeat and reinforce children's babbles and attempts at new words. Older children are engaged in meaningful conversations and readily initiate discussions with practitioners and visitors. Practitioners help babies to learn about textures and encourage them to explore. Older children develop physical skills as they run around, climb the climbing wall, ride tricycles and use their small-muscle skills to connect the smaller construction materials. Practitioners provide many exciting experiences for children to learn and understand about the wider world.

Personal development, behaviour and welfare are good

Practitioners are positive role models for children's behaviour. Children learn how to cooperate and share with others, and their behaviour is good. Practitioners make the most of opportunities to enhance children's independence skills. They encourage children to gain personal care skills. Older children serve their own meals and pour their own drinks from a jug. Babies and younger children are learning how to feed themselves with support. Practitioners help children to develop their awareness of healthy food. They provide a choice of nutritious snacks and meals which are cooked and freshly prepared every day. Those children who prefer to learn outdoors can do so daily.

Outcomes for children are good

Children are confident learners who independently make choices in their learning. They listen well, are polite and develop strong social skills. Babies and toddlers are contented and actively seek out practitioners for comfort or reassurance when needed. Children gain important skills to prepare them for their next stages of learning, including their eventual move on to school.

Setting details

Unique reference number	EY492100
Local authority	Derbyshire
Inspection number	1135099
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 - 8
Total number of places	80
Number of children on roll	113
Name of registered person	Chestnuts Childcare Limited
Registered person unique reference number	RP531613
Date of previous inspection	21 December 2016
Telephone number	01623 743088

Chestnuts Childcare Ltd registered in 2015. The nursery employs 22 childcare practitioners. Of these, one holds an appropriate early years qualification at level 5, one at level 4, 14 at level 3 and four at level 2. The nursery opens from Monday to Sunday, all year round. Sessions are from 5.15am until 10.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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