

# Chestnut Nursery

Chestnut Nursery, Chestnut Centre, 2a Chestnut Street, Huddersfield, HD2 1HJ



## Inspection date

11 July 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 inspirational in their drive to raise the standards of care and learning across the early years. They have an in-depth understanding of the needs of children and families within the community. Other professionals say they are impressed with the leaders' excellent commitment to keep children safe and improve outcomes for them.
- Parents say that staff are exceptionally supportive. The key-person approach works highly successfully to involve parents fully in their children's learning. Staff keep them very well informed about their children's progress and offer high levels of support to continue learning and development at home.
- Leaders meticulously monitor to identify children who may not develop key skills as well as expected. Support for children who have special educational needs (SEN) and/or disabilities is superb. Leaders use additional funding very well to support attainment between different groups of children and gaps quickly close.
- Leaders embrace and promote equality and diversity throughout their practice. They actively challenge discrimination and promote tolerance for children and families.

### It is not yet outstanding because:

- Sometimes staff do not make the most of opportunities to extend children's language to enhance their vocabulary further.
- Staff in the pre-school room do not consistently provide enough guidance to help children to develop a greater understanding of the expectations to demonstrate high levels of self-control in some situations.

## What the setting needs to do to improve further

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

- continue to extend children's language skills more, to widen their vocabulary even further
- help children in the pre-school room to develop a greater understanding of the expectations for them to demonstrate higher levels of self-control in some situations.

### 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 staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Nicola Dickinson

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have an in-depth understanding of the priorities for improving learning across the locality. They are proactive in seeking targeted support for families to enhance outcomes for children continually. Leaders review staff's practice and seek the views of parents. They focus training well to help staff constantly improve the educational experiences for children. For example, children have many opportunities to learn in the outdoor environment. Leaders provide exceptional support for apprentices to help them build on their skills and knowledge. Safeguarding is effective. Staff demonstrate a comprehensive understanding of current child protection issues. They provide parents with a wealth of information about how to keep their children safe and healthy. Leaders deal with complaints in a timely manner and work closely with parents to achieve an agreeable outcome.

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

Staff plan the day well to give children a highly effective balance of child-initiated play and adult-led learning. For instance, children enjoy activities in their key groups which target their interests and focus on the next steps in their learning. Staff engage children well and motivate them to learn more. Babies thoroughly enjoy exploring materials with different textures, such as large foil blankets that crunch when they squeeze them. They show fascination when looking at their reflection in mirrors. Staff laugh alongside them as they imitate their facial expressions. Overall, staff skilfully use a range of strategies to promote children's early communication. They use sign language, sound cues, pictures and props to help children to convey what they want and to understand instructions.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy their time in the nursery. A strong focus on personal, social and emotional development helps all children to play cooperatively and build friendships. Children develop their physical skills in the outdoor area. Staff support them in risky play so that they begin to identify hazards and manage risk themselves. For example, staff encourage children to think about whether they can jump safely from one tree stump to another. Staff working with babies are attentive to their care needs, such as feeding and nappy changing. Staff are superb in preparing children and supporting them through changes. They plan the move into the nursery, throughout the rooms and on to school exceptionally well to ensure children's emotional well-being is fully supported.

### Outcomes for children are good

All children make good progress from their starting points and are prepared well for school. They enjoy discussions in small groups where they learn to pay attention and develop good listening skills. Children talk about their family and friends. They learn about other people and their wider community. Overall, children behave well. They develop independence in personal care routines. Children develop early mathematical and writing skills. For example, they use ride-on toys to explore speed and motion.

## Setting details

<b>Unique reference number</b>	EY558629
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1135862
<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
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	94
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Ls2y Nurseries Ltd
<b>Registered person unique reference number</b>	RP558628
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01484543978

Chestnut Nursery registered in 2018. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. 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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