

# Chestnut@Earlham Grove

177 Earlham Grove, Forest Gate, London E7 9AP



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| <b>Inspection date</b>   | 11 October 2018 |
| Previous inspection date | 19 May 2016     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>2 |
|---|---|----------------------------|---------------|
| Effectiveness of 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

### The provision is outstanding

- The manager and staff monitor and track the progress of individual children and different groups extremely well. This enables them to identify any gaps rapidly and provide exceptionally good support for all children, including those with special educational needs (SEN) and/or disabilities, to catch up quickly.
- The management team actively engages parents and shares information through a wide range of highly successful strategies. For example, it offers online interactive tools, lending libraries, newsletters, workshops and parents' meetings. Parents praise the staff for their care and the wide range of activities for children.
- The quality of teaching is superb. Planned activities are very clearly centred around children's next steps and interests and are swiftly adapted to support any achievements and special events from home. This helps to ensure that children make the very best progress in their learning and development.
- Children's behaviour is impeccable. Older children are very kind and incredibly empathetic towards others. Staff have created an extremely inclusive environment where diversity is highly respected. They are excellent role models for children.

## What the setting needs to do to improve further

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

- continue to seek excellent professional development opportunities that maintain the delivery of the highest quality teaching.

### Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact this had on children's learning.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the provider.
- The inspector spoke to parents and children to take account of their views.
- The inspector undertook a joint observation with the provider.
- The inspector spoke with staff and observed their teaching.

### Inspector

Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. All staff have an extremely comprehensive knowledge of the safeguarding policies to help protect children's safety and welfare. Children learn how to keep themselves and others safe. For example, children are incredibly aware of each other's safety and climb up and down the climbing frame explaining to their friends that they need to wait their turn. The manager and area manager are exceptionally good at evaluating their practice. For instance, they observe staff as they teach children and set highly challenging targets daily. The manager recognises a need to enable all staff to observe each other to enhance the excellent teaching skills even further. Staff are vigilant about children's safety. Recruitment procedures are extremely robust. Comprehensive risk assessments are effectively underpinned by safety checks twice daily and contribute to ensuring that all risks are effectively minimised.

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

Staff have high aspirations for children and plan first-class learning experiences that continually build on what they already know. Older children ooze with confidence when talking about their recent visit to the zoo. Staff's exemplary support challenges babies who are new to walking to develop excellent physical skills. Highly effective monitoring swiftly identifies any gaps in children's learning as these emerge. Staff have correctly noted the need to enhance children's awareness of mathematical concepts to an even higher level. For example, children with identified SEN who have a specific interest in simple mathematics are enabled to count beyond 30, write the numbers, sequence objects and identify shapes. Staff work extremely well as a team to ensure the quality of teaching is highly responsive to children's needs. For example, senior staff are excellent role models for the less-qualified staff to help them develop their teaching practises to an outstanding level.

### Personal development, behaviour and welfare are outstanding

Children have excellent opportunities to learn about healthy food choices and how to lead a healthy lifestyle. For instance, they use real fruit and vegetables during pretend play activities. Children wear aprons and pretend to cook healthy foods for others and visitors. The excellent outside play space is exceptional. Raised flower beds contain strawberries, runner beans and flowers that children have planted with a visiting parent. Children harvest the fruit and vegetables and eat them at mealtimes. Children and staff have a fabulous time outside, for example, they ride bikes and have races with staff, run up and down the grass hill and play hide and seek.

### Outcomes for children are outstanding

Children show exceptional progress given their starting points in learning. They are highly motivated, enthusiastic and very eager to learn and join in activities. For example, children of all ages thoroughly enjoy inspiring reading sessions led by staff. They access their favourite books and relate to the knowledge they gain from books as part of their play. Babies show high levels of curiosity as they explore sensory resources. Toddlers are highly motivated as they enjoy tidying up the learning space. Older children demonstrate exceptional levels of determination and focus to complete self-chosen activities.

## Setting details

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| <b>Unique reference number</b>                   | EY300788  |
| <b>Local authority</b>                           | Newham  |
| <b>Inspection number</b>                         | 10064941  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 55  |
| <b>Name of registered person</b>                 | Chestnut Nursery Schools Limited  |
| <b>Registered person unique reference number</b> | RP520854  |
| <b>Date of previous inspection</b>               | 19 May 2016   |
| <b>Telephone number</b>                          | 0208 503 0394   |

Chestnut@Earlham Grove registered in 2005. The nursery is open each weekday from 8am to 6.30pm for 51 weeks of the year. The provider receives funding for early education for children aged two, three and four years. The nursery employs 10 members of staff; of these, one is qualified at level 6, and eight are qualified to level 2 or 3.

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