

# Chestnut@Arden House

198 Longbridge Road, BARKING, Essex IG11 8SY



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|--------------------------|------------------|
| <b>Inspection date</b>   | 28 November 2018 |
| Previous inspection date | 20 April 2016    |

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

- Managers and staff have strong partnerships with agencies and professionals who support children's individual needs, especially those children with special educational needs and/or disabilities.
- The nursery manager talks passionately about her work. She has a strong ambition and commitment to continuous development and plans with local authority advisers for future improvements.
- Staff model their expectations for behaviour and support children effectively with managing their emotions and feelings. Children are well behaved and show respect for one another.
- Staff provide a varied and interesting range of activities, both indoors and outside. Children are motivated learners and make good progress in their learning.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the nursery and in their children's learning. Parents appreciate the good-quality care that their children receive.
- Coaching of new staff is not fully embedded to ensure consistently high standards of teaching across the nursery.
- At times, staff do not fully support children to think, reflect and express their thoughts and ideas.

## What the setting needs to do to improve further

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

- build on coaching for staff to ensure more consistency in their interactions with children during planned and child-led play
- extend opportunities for children to reflect, describe and share their ideas, building further on their thinking and communication skills.

### Inspection activities

- The inspector observed planned and unplanned activities indoors and outside.
- The inspector spoke with the manager, staff and children.
- The inspector spoke with parents and gathered their views.
- The inspector conducted a joint inspection with the nursery manager.
- The inspector sampled documents, including safeguarding policies and children's progress files.

### Inspector

Rowena Burman

## Inspection findings

### Effectiveness of leadership and management is good

The manager is passionate and knowledgeable about her role and is eager to improve outcomes for children. For example, she has introduced interactive garden displays and refurbished the baby room. Safeguarding is effective. Staff remain vigilant at all times to ensure children's safety. Staff know how to recognise the signs that a child may be at risk of harm, and how to report this. They regularly update their knowledge of safeguarding issues, such as female genital mutilation. The management team uses rigorous systems for recruitment, vetting and induction to check staff suitability. Staff access training to broaden their skills, which has a positive impact on children. For example, following training, they have changed the way in which paint is stored so that children can use it in the quantities they need. The manager carefully monitors the progress of children to ensure that any gaps in their learning can be tackled promptly.

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

Staff use information from parents about children's interests and what they can already do to help them assess their progress and plan effectively for each child's next steps in learning. Staff organise themselves effectively to support children's learning. For example, they sit with children at activities and join in with their play. The environment and activities that staff plan capture children's imagination. For instance, older children show delight when they find a fairy house in the enchanted forest and discover that the fairies have removed the ribbons which they hung in the trees. Staff effectively challenge children to solve problems, compare sizes and count objects during their play. In the baby room, staff place a strong emphasis on helping children learn through exploring their senses. For example, they provide an interesting range of toys that lights up for younger children to explore.

### Personal development, behaviour and welfare are good

Staff effectively support children to become motivated learners and gain the skills that they need. For example, children develop their dexterity and physical skills as they use a range of tools and equipment, inside and outdoors. They enjoy playing energetically in the garden where they run, walk, and move in different ways. Babies explore the environment confidently, and they learn to crawl and walk in the ample space in the baby room. Staff support children to learn about staying safe when they are climbing trees and explain the risks of the slippery surfaces outside. Children learn about healthy lifestyles. For example, staff teach them about healthy eating and support them to wash their hands. Staff effectively minimise the risk of cross-infection and follow hygiene procedures consistently, for example wearing hairnets when serving lunch.

### Outcomes for children are good

Children of all ages make good progress in relation to their starting points and develop key skills in readiness for their future learning. They are confident and active learners. For example, older children confidently practise their early writing skills during their play using easily accessible clipboards and pens. Younger children develop strong independence skills as they learn to feed themselves and choose toys to explore.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY482620  |
| <b>Local authority</b>                           | Barking and Dagenham                                |
| <b>Inspection number</b>                         | 10076312  |
| <b>Type of provision</b>                         | Full day care                                       |
| <b>Registers</b>                                 | Early Years Register, Compulsory 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>                    | 57  |
| <b>Number of children on roll</b>                | 70  |
| <b>Name of registered person</b>                 | Chestnut Nursery Schools Limited                    |
| <b>Registered person unique reference number</b> | RP520854  |
| <b>Date of previous inspection</b>               | 20 April 2016                                       |
| <b>Telephone number</b>                          | 02085916788   |

Chestnut @ Arden House registered in 2014 and is located in Barking, Essex. The nursery opens from 8am until 6pm on Monday to Friday for 51 weeks per year. It employs 14 members of childcare staff. Of these, one holds a foundation degree and 13 hold appropriate early years qualifications at level 2 or 3.

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