

Chestnut Nursery Norfolk Ltd. St. Giles

38a St. Giles Street, Norwich NR2 1LL



Inspection date	8 January 2019
Previous inspection date	20 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager is well organised and professional. She takes account of the views of parents, children and staff when evaluating the provision. The manager uses this information to shape plans for positive improvement and changes.
- Staff teach children how to grow and care for plants. Children take part in baking activities and enjoy home-cooked meals. Staff encourage children to participate in activities that promote their well-being. This helps children to understand about healthy lifestyles and the importance of physical exercise.
- Staff greet children and families with warmth. They build good relationships with parents and families. Staff exchange key information with parents and support children to join in with activities on arrival. Children form strong attachments with staff. This helps them to settle.
- Staff help to prepare children for their next stage in learning, such as school. Children become confident communicators, willing to share their ideas and answer questions in a group.
- Children enjoy outings in the local area, including to libraries, landmarks and parks. This helps them to learn about their community and the wider world around them.
- Parents praise the communication of staff and their positive relationships with children. They appreciate the information staff share about children's achievements and their suggestions as to how they can support children's learning at home.
- The organisation and content of supervision meetings to enhance staff's professional development are not consistent in focusing sharply on raising the quality of staff teaching practice to the highest level.
- The tracking of children's progress is not sharply focused on assessing how well specific groups of children are achieving.

What the setting needs to do to improve further

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

- refine the organisation and content of supervision meetings to promote the development of staff's teaching skills, in order to increase the potential to deliver the highest quality learning experiences
- refine the system for monitoring children's progress so that it gives a clear picture of the achievements made by specific groups of children, in order to sharpen planning or review teaching approaches where necessary.

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 held a number of discussions with the manager and registered person. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of how to promote children's well-being. This includes how to identify and respond to any concerns they may have about children's welfare. The manager encourages staff to attend training to build on their knowledge and improve outcomes for children. The manager and staff team hold regular meetings with parents to share information. They organise fun play events for parents and children to attend together. Staff also work with other settings, such as schools. This supports children's transitions and helps them to settle.

Quality of teaching, learning and assessment is good

Staff know individual children well and use their observations of children to make accurate assessments of each child's progress. They use this information to plan activities that meet children's learning needs and interests. For example, staff use children's fascination with dinosaurs to provide exciting sensory experiences which support children's learning in a range of areas. Children explore mathematics as they weigh and count the dinosaurs. Staff encourage children's love of books and their literacy skills. They read often to children and do so in an engaging, enthusiastic manner. Older children vote for their favourite books and delight in joining in with familiar parts. Staff encourage children to find key characters or objects in illustrations. They teach older children how to access information in non-fiction books. Children identify dinosaur names and what they eat as they play with toy dinosaurs in a sensory tray. This supports children's developing literacy skills. Staff respond sensitively to babies' sounds. They provide commentary on their actions and interests. For example, staff note where children's gaze is directed. This supports language development from an early age.

Personal development, behaviour and welfare are good

Staff provide an attractive and well-resourced environment. Children choose freely from a broad range of activities and equipment in the warm, relaxed atmosphere. Staff support children's good behaviour by setting clear expectations and giving reminders when needed. For example, they talk about handling toys appropriately and using kind hands. Children benefit from regular physical exercise and fresh air in the outdoor areas. They learn to use equipment, such as ride-on toys and giant blocks, safely. Staff display children's work and photographs of their experiences. This promotes children's sense of belonging. Children learn to be independent and make choices. For instance, babies choose their spoons at mealtimes and older children select and serve themselves vegetables from large dishes.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress from their starting points. From a young age, children show an interest in stories and books. Babies approach staff as they read books with children. Older children develop their early writing skills, such as learning to recognise the letters in their names, and begin to label their own pictures. Children enjoy the company of others. For example, older children take part in cooperative games and play with their friends.

Setting details

Unique reference number	EY484511
Local authority	Norfolk
Inspection number	10076373
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	71
Number of children on roll	106
Name of registered person	Chestnut Nursery School (Norfolk) Limited
Registered person unique reference number	RP900940
Date of previous inspection	20 January 2016
Telephone number	01603 629009

Chestnut Nursery Norfolk Ltd. St. Giles registered in 2015 and operates from premises in central Norwich. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-olds.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

