

Chestnut@Arden House

198 Longbridge Road, BARKING, Essex IG11 8SY



Inspection date	30 January 2019
Previous inspection date	28 November 2018

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 indoor and outdoor spaces are spacious, stimulating and inviting for children. Children have access to good-quality learning opportunities. Consequently, all children make good progress from their individual starting points.
- The manager reflects on the quality of the provision effectively and is highly committed to evaluating and developing all areas of staff's practice. She is working hard to support and build the skills of the mostly new staff team. Staff take part in regular supervisory meetings and have opportunities to develop their skills, for example through training.
- Staff have built effective partnerships with parents. They regularly share information about children's achievements and the activities that take place at the nursery. Parents are invited to stay with their child and support their child's learning. Staff provide ideas that parents can use at home to further children's learning. Parents praise staff for their support in their child's progress and staff's friendly approach.
- Children rapidly build close relationships with staff who know the children well. As a result, children are confident, secure and happy. Staff in the pre-school use visual timetables showing the main activities of the day to enable children to understand what they are doing and when over a period of time. This gives structure to the day and images are used to represent tasks and activities.
- At times, staff do not support children to consolidate their learning to help them develop further.
- Occasionally, staff plan activities that are pitched too high and, as a result, children do not make the most of their learning.

What the setting needs to do to improve further

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

- provide children with sufficient time to process questions and respond in order to develop their learning further
- target learning opportunities at the right level so that children maintain their interest and gain the most from their learning.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's self-evaluation and evidence of the suitability of staff.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this had on children's learning.
- The inspector looked at children's assessment evidence.

Inspector

Caroline Preston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know their responsibility to protect children. They know the procedure to follow and how to report any concerns. Staff are alert to any signs that a child may be at risk of extreme views and behaviours and wider safeguarding issues. The manager monitors children's progress well. Staff are skilled at spotting children who show signs that they may need extra support. Children who need additional support are helped to catch up according to their stage of development.

Quality of teaching, learning and assessment is good

Staff provide a good balance of adult-led and child-initiated learning opportunities. Therefore, children are engaged and eager to learn. Staff carry out observations and assessments which help them plan for children's next steps in learning. Children are eager to go outside and explore the 'mud kitchen'. They want to explore nature, make sense of the world and practise their social skills. They develop their creativity and imagination and have lots of fun. Staff support children to develop their physical skills well. For example, children climb, run and jump and they ride wheeled toys. Children enjoy constructing with large bricks and add sand to extend their knowledge of the world and their mathematical skills. Staff encourage children's language and literacy skills effectively. For instance, staff scribe the story and all children actively engage in storytelling, regardless of their ability. They build up a bank of narrative patterns to create their own stories.

Personal development, behaviour and welfare are good

Staff are good role models for the children to learn from. Children are well behaved and follow instructions. Staff provide children with positive messages about the importance of healthy eating. Staff teach children about life skills. For example, children prepare 'pizzas' for snacks and help to clear away dishes and cutlery.

Outcomes for children are good

Children are well prepared for their next steps in learning, including school. Young babies explore the space around them and make different marks during activities. Children develop their likes and dislikes and make their own decisions about what they want to do.

Setting details

Unique reference number	EY482620
Local authority	Barking and Dagenham
Inspection number	10092914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	57
Number of children on roll	70
Name of registered person	Chestnut Nursery Schools Limited
Registered person unique reference number	RP520854
Date of previous inspection	28 November 2018
Telephone number	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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