

The Chestnut Tree Nursery School Limited

King George V Social Club, The Green, Godalming GU8 4LY



Inspection date	26 February 2019
Previous inspection date	27 June 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 ambitious manager works with her team well to ensure that they provide a richly resourced environment and exciting learning opportunities for children.
- Staff place a strong emphasis on helping children to acquire good language and communication skills, and they support children to express their thoughts and ideas. For example, younger children say 'runny' and 'splodge' as they copy words staff say as they excitedly explore mixing colours.
- Effective partnerships are in place with other professionals. The manager ensures all children, especially those with special educational needs and/or disabilities, have their needs quickly identified and very well met.
- Children settle quickly into the nursery and form firm attachments with their key persons. Children develop good independence skills. Staff patiently encourage children to 'have a go' at tasks, such as putting on their clothes and opening their lunch boxes.
- Partnerships with parents are well established. They are regularly informed about their children's progress and achievements.
- Staff complete regular observations and assessments, and use these effectively to monitor children's overall progress and precisely identify their next steps in learning. Children make good progress in their learning from their starting points.
- Children are confident in their early literacy skills. For example, they use small tools such as pencils to draw fine details on pictures. They link written letters to sounds as they write customer orders in the role-play café.
- Staff do not consistently provide enough challenge for older children to further extend their learning and develop their problem-solving skills.
- Although staff promote healthy eating and good hygiene, they do not use opportunities to teach children the importance of practices that contribute towards good health effectively.

What the setting needs to do to improve further

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

- provide more challenging opportunities for older children to extend their learning and develop their problem-solving skills
- make more effective use of opportunities for children to learn about the importance of practices that contribute towards good health.

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 to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector discussed planning and children's progress with the key persons and the manager. She discussed staff suitability, qualifications and the nursery's action plan with the manager.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector looked at some documentation, including the setting's policies, procedures and children's records.
- The inspector held discussions with parents about their children's learning and development and the quality of the setting.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

Staff have a good understanding of the signs and indicators that may raise a concern about the safety and welfare of a child in their care. Safeguarding is effective. The manager uses robust recruitment to help ensure the suitability of staff. She monitors staff practice and helps them to identify their strengths and areas for improvement. Staff attend regular training to enhance their knowledge and skills to improve teaching practices. For example, staff use what they have learned at training to improve learning in the outdoor environment more effectively. The manager reflects on the service she provides. She talks to her staff to identify areas for improvement. Effective risk assessments help ensure a safe environment is provided.

Quality of teaching, learning and assessment is good

Staff know how to plan for individual children's learning, including those children who are learning English as an additional language and those who need additional support. They share their goals for children's next steps in learning effectively with each other. Children are provided with daily opportunities for exercise. They have fun playing outside, joining in with ball games and using the range of wheeled toys and digging equipment in the sand and the mud. Staff are skilled at providing children with a variety of hands-on sensory experiences. For example, children giggle as they play with cooked spaghetti and practise their cutting skills.

Personal development, behaviour and welfare are good

Staff are positive role models and children learn to behave well. They happily include others in their play. Children form strong bonds with key persons, who are responsive to children's needs. Effective and flexible settling-in procedures enable staff to meet the needs of all children. Children learn to make healthy food choices. For example, they enjoy a selection of fruit and vegetables at mealtimes. Staff encourage children to eat nutritional foods. Children make special friendships and enjoy playing games and spending time together.

Outcomes for children are good

Children are motivated to learn and are encouraged to develop a wide range of skills in readiness for school. For instance, they freely access paper and clipboards and spend time practising their early mark-making skills. Children learn to take some responsibilities. For example, they take it in turns to be the 'daily helper'. They learn about the differences in themselves and others. For example, they share books with pictures of their families together and see the languages in print that their friends speak at home. Children show increasing coordination and control in physical activities, for instance when practising catching and throwing different sized balls.

Setting details

Unique reference number	EY484034
Local authority	Surrey
Inspection number	10076361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	17
Name of registered person	Chestnut Tree Nursery School Limited
Registered person unique reference number	RP902715
Date of previous inspection	27 June 2016
Telephone number	01483200040

The Chestnut Tree Nursery School has been operating since 2005 and re-registered as a limited company in 2014. It is a privately owned nursery and operates from the Foulston Hall, on the site of the King George V playing fields in Dunsfold, Surrey. The nursery is open from 9am to 3pm on Monday to Friday, during term time only. The nursery is in receipt of funding for free early education for children aged two, three and four years. There are four staff working with the children. The manager holds early years professional status and two staff are qualified at level 3.

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