

Chestnut Tree Day Nursery

Chestnut Tree Day Nursery, 6a Nuxley Road, BELVEDERE, Kent DA17 5JF



Inspection date	23 April 2019
Previous inspection date	12 April 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leaders and managers do not respond swiftly or appropriately to safeguarding concerns. Allegations against staff are not reported to the relevant agency in a timely manner and not all staff have a secure understanding of safeguarding procedures.
- Induction and performance management processes are not effective. As a result, some staff do not have the skills and knowledge required to fulfil their roles.
- Risk assessment of the outdoor area is not effective. For example, older children have access to climbing apparatus that is not suitable for their age group. As a result, children use the equipment incorrectly, endangering themselves and other children.
- Staff do not keep an accurate record of accidents or injuries and it is not always clear what first-aid treatment has been administered. This has an impact on children's well-being.
- The management team has failed to ensure that effective action is taken to raise the quality of teaching. Staff do not have high enough expectations of what children can do and, as a result, some activities are not challenging enough.
- Inaccurate assessment information means that staff do not have a clear picture of children's progress. Consequently, children, especially those who require additional support, do not achieve as well as they could.
- Some staff do not manage children's behaviour effectively. This leads to children being distracted from activities and does not support their understanding of how to behave.
- The management team has failed to monitor the action taken when parental concerns identify weaknesses in staff practice.

It has the following strengths

- Children learn about healthy lifestyles and tend to their personal needs successfully. For example, they put on their coats and pour their own drinks during mealtimes.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that safeguarding procedures are followed when a safeguarding allegation about a member of staff or concern is identified	21/06/2019
ensure all staff have an up-to-date knowledge of safeguarding, including how to identify and protect children at risk of being exposed to extreme ideas	21/06/2019
take all reasonable steps to identify hazards to children when they are outdoors, and ensure resources are suitable for the ages of the children using them	21/06/2019
ensure that staff receive effective supervision that enables poor practice to be tackled swiftly and helps them develop the skills they need to fulfil their roles	21/06/2019
ensure that accurate information is recorded on accident forms so that it is clear to the parent how the accident occurred, and treatment administered	21/06/2019
ensure that all staff work together to manage children's behaviour in a consistent manner	21/06/2019
make sure that staff practice issues identified from parental complaints are implemented to secure improvement	21/06/2019
improve induction procedures for staff so that they have the knowledge and skills to fulfil their role.	21/06/2019

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop and implement a system to monitor the quality of teaching so that all children make good progress in their learning	31/07/2019
develop staff's understanding of how children learn so that observations and assessments are precise and accurate and are used to plan for, and monitor, children's development	31/07/2019
ensure that children with special educational needs and/or disabilities (SEND) are well supported and make good progress.	31/07/2019

Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector held a meeting with the manager and provider regarding the leadership and management of the nursery.
- The inspector viewed a sample of documentation, including children's progress records.
- The inspector observed the quality of teaching and interactions between staff and children during play sessions.
- The inspector gained feedback from parents and considered their views.

Inspector

Christine Davies

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Leaders and managers are not vigilant about child protection matters and fail to understand their responsibilities to keep children safe. Furthermore, safeguarding concerns are not dealt with in a timely and appropriate manner. This places children at significant risk. Some staff lack a secure knowledge of how to fulfil their duty to prevent children being drawn into situations which put them at risk of harm. Although the provider has implemented staff supervision arrangements, poor staff practice is not tackled swiftly enough by leaders and managers. For example, information about children indicates that staff are not routinely completing assessments that are used to plan to meet children's individual learning needs. Consequently, children do not make good progress in their learning and development. Induction procedures are not effective. As a result, not all staff are clear about their role and responsibilities, particularly when providing cover at the provider's other nursery. This compromises children's overall safety and well-being. Although there is an action plan in place, it is not precise enough to secure rapid improvement.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable because not all staff are confident teachers. Expectations of what some children can achieve are sometimes too low. Consequently, specific groups of children, including the most able, do not achieve as well as they could. For example, resources and equipment available to pre-school children during outdoor play are more suited to babies and toddlers. As a result, some children comment that they are bored. Furthermore, staff do not teach children how to keep themselves safe when they engage in risky behaviour, such as climbing up the slide while other children are coming down. Although staff speak to the children throughout the day, their questioning is too basic and focuses mainly on identifying colours and numbers. As a result, children are not routinely provided with the help they need to develop essential communication skills or prepare them for their future learning. Staff are not assessing accurately or regularly enough to track the progress of all children attending the nursery. As a result, planning does not always meet the children's individual development needs. Furthermore, plans designed to support children with SEND are not delivered well enough to ensure that gaps in their learning are closing rapidly. Some resources are of poor quality. For example, some books provided to children are torn or have pages missing, limiting children's enjoyment of stories. Despite this, pre-school children are keen to learn about nature and the world around them. They enjoy lively discussions that teach them about animals that hibernate during the winter months. Younger children explore their senses through a range of activities. For example, they feel the texture of soil while looking for minibeasts in the digging area in the garden.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in safeguarding arrangements mean that children's overall safety and well-being are compromised. In addition, accident procedures lack rigour and occasionally result in parents being given inaccurate information about accidents or injuries sustained by their children at the nursery. This places children at risk. Staff do not ensure that all children receive effective and consistent support in order for them to

understand how their behaviour affects others. For example, they do not help children to play safely around their friends when using the climbing frame, nor do they work together to use agreed strategies to manage unwanted behaviour. In addition, they do not explore why children display certain behaviour and look for ways to provide suitable support for them. Nevertheless, children form strong relationships with their allocated key person and settle well. Care routines in the baby room support younger children's well-being effectively.

Outcomes for children are inadequate

Children do not make good progress given their capabilities and starting points. The variable quality of staff's teaching means that interactions between children and staff are not helping children to learn and develop. For example, children are not routinely provided with the help they need to develop essential communication skills. Consequently, children are not well prepared for the next steps in their learning, or their move to school.

Setting details

Unique reference number	EY300179
Local authority	Bexley
Inspection number	10103616
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	60
Number of children on roll	57
Name of registered person	Chestnut Tree Day Nursery (2004) Ltd
Registered person unique reference number	RP909008
Date of previous inspection	12 April 2018
Telephone number	01322 463626

Chestnut Tree Day Nursery registered in 2004. It is open each weekday from 7.30am to 6pm all year round. There are 17 staff who work at the setting. Of these, 12 hold relevant childcare qualifications. The setting receives funding for the provision of free early education for children aged three and four years.

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.

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