

# Inspection of Chestnut Tree Day Nursery

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

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Inspection date: 23 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is good

Children follow a gradual settling-in programme when they start at the nursery so that they feel safe and secure when their parents leave them. As a result, they have good relationships with staff and each other. Staff have successfully improved methods of managing children's behaviour in positive ways. They have implemented new consistent strategies to help younger children cooperatively take turns during play, such as holding a 'waiting card' to show it is their turn next. Children willingly share toys when staff talk to them about their feelings and caring about their friends. Consequently, children behave well, creating a calm atmosphere in which to play and learn. Staff are vigilant and supervise children well. They are kind, caring, and respond promptly to support children's individual care needs, such as toilet training or if children become unwell. Children enjoy a good balance of free play and adult-led activities that promote all areas of learning. Older children are developing good independent learning skills. Staff have strengthened methods of working with parents and the local authority to support children and identify any additional learning needs. This ensures that children receive the help they need to make good progress.

### What does the early years setting do well and what does it need to do better?

- Leaders and managers have successfully met all actions raised at the last inspection. They have developed staff practice through induction for the many new staff that have joined the team, along with regular coaching and supervision for all staff. In addition, staff have attended relevant training and reviewed the curriculum, which has improved the quality of teaching. Staff identify and plan more specific activities where they are needed most. For example, more story and circle times for older children to extend their language and communication skills. They also re-organised outside playtimes for babies to enhance opportunities for physical development.
- Risk assessment is now embedded well into staff practice. For example, staff complete daily safety checks of the premises and suitability of activities for their age group of children. Managers have improved methods of recording any accidents. They review these regularly to identify any patterns and make changes to improve safety if needed.
- Children make good progress from their starting points. Staff have embraced the role of key person and take responsibility for monitoring the progress of the children in their group and ensuring their care needs are met. Staff clearly identify children's individual learning needs and interests and plan activities that support their learning effectively. However, staff could do more to gain information from parents about children's learning at home to fully enhance assessment and planning.
- Younger children develop their physical skills effectively while using a range of

tools with the play dough. They learn new skills as staff show them how to roll the dough into balls and talk about the different sizes. Staff give babies lots of encouragement as they learn to walk. However, babies have less opportunities to independently use a wide range of toys that promote their movements and balance.

- Children develop good communication and language skills because staff promote lots of meaningful conversations during play. All children enjoy story times and enthusiastically join in songs with actions. Older children develop effective speaking and listening skills when they all talk about the story. Children's literacy skills and enjoyment of books are further enhanced as they take books home to share with their parents, and older children go on outings to the local library. However, children have less opportunities to explore and learn more about their local community.
- Older children develop their social skills well during relaxed mealtimes where they happily talk with their friends and staff. They discuss the foods they like and the events of the day. Children learn good self-care skills as they serve their own food, pour their own drinks and clear away their plates. This helps to develop their personal independence, so they are well prepared for their move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, staff have reviewed the safeguarding procedures and attended relevant training. In addition, leaders and managers have regular discussions and meetings with staff to help develop their understanding of wider safeguarding issues. As a result, staff are now more confident in identifying any safeguarding concerns. They also know the correct procedures to follow if they have any concerns about children's welfare or if any allegations are raised. Leaders complete robust recruitment and vetting checks and closely monitor staff practice and ongoing suitability to work with children.

## What does the setting need to do to improve?

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

- strengthen methods for gaining information about children's learning at home to fully enhance assessment and planning, so that children make even better progress
- enhance opportunities for children to explore and learn about the local community
- extend occasions for babies to independently use toys that help develop their movements and balancing skills.

## Setting details

<b>Unique reference number</b>	EY300179
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10112975
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Chestnut Tree Day Nursery (2004) Ltd
<b>Registered person unique reference number</b>	RP909008
<b>Telephone number</b>	01322 463626
<b>Date of previous inspection</b>	23 April 2019

## Information about this early years setting

Chestnut Tree Day Nursery registered in 2004. It is open each weekday from 7.30am to 6pm all year round. There are 13 staff who work at the setting, 10 of whom hold relevant childcare qualifications between level 3 and level 5. The setting receives funding for the provision of free early education for children aged, two, three and four years.

## Information about this inspection

### Inspector

Jo Geoghegan

### Inspection activities

- The inspector observed the quality of teaching and interactions between staff and children during indoor and outside play.
- The inspector reviewed a range of documents and children's records.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager regarding the management of the setting and the progress made since the last inspection.
- The inspector gained feedback from parents and considered their views.

We carried out this inspection 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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