

# Inspection of Chestnuts, Quedgeley

139 Bristol Road, Quedgeley, Gloucester, Gloucestershire GL2 4PQ

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Inspection date: 13 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children thrive in this nurturing environment. The 'homely' feel that managers strive for is evident through the strong bonds formed between staff and children. From these secure attachments, children feel safe and develop the confidence to explore the learning experiences which staff tailor towards their interests. Children display good behaviour. They respond to adults positively and staff teach them the importance of being kind by using the 'classroom promise' display.

Staff get to know families well through an effective key-person system and parents speak very highly of the staff. Staff have worked hard to overcome the challenges of the COVID-19 (coronavirus) pandemic. For example, to minimise the virus spreading, parents do not currently enter the building. However, all staff utilise an online system very effectively which enables two-way communication between staff and parents in order to share information about children.

Staff have high expectations of what children can achieve, which means all children, including those with special educational needs and/or disabilities and those in receipt of funding, make good progress. For example, managers use additional funding to target where children may need extra help. They purchase equipment so that children can practise and strengthen their physical skills. Staff implement personalised and targeted plans for children, with parents and outside professionals. This ensures they apply appropriate support for children where extra help is needed.

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

- Staff's skilled interactions promote children's communication and language skills. Staff position themselves at the child's level and face to face, which enables clear communication between child and adult. For example, as babies sit and splash in the water, they gaze wide-eyed as staff reflect the sounds they make and introduce new words. Babies respond excitedly with further babble.
- Partnerships with parents are strong. Staff communicate information with them regarding their children's progress and next steps through telephone calls and the online system. Although there are already some arrangements in place to encourage children's learning at home, there is scope to expand on and embed these to involve parents in their children's learning even further.
- The manager leads her team well. She has a system in place to monitor staff practice and to discuss training that staff wish to attend. However, the manager's methods do not precisely focus on where staff need support, to raise the quality of teaching to a consistently high level.
- Staff teach children to manage their own personal needs independently and they promote healthy lifestyles. For example, with encouragement and guidance from

staff, children learn to carry out tasks for themselves, such as putting on and fastening their own coats. Staff provide fresh fruit at snack times and wholesome, nutritious home-cooked meals are prepared for the children by the on-site cook.

- The manager evaluates the provision well. She gains a clear overview of where improvements can be made by reflecting together with her staff on the learning areas and how effective they are in supporting children's learning. For example, a recent team reflection on outdoor learning has led to a whole-team training course to gain the knowledge and skills to enhance children's learning experiences outside.
- Staff take opportunities to incorporate other areas of learning, such as literacy and mathematics, into children's chosen activities and at group times. Staff count objects with children and encourage them to make marks and draw shapes in flour. Staff use props to enhance stories and encourage children to join in with familiar words and phrases. Children express the things they learn and remember. For example, two children notice their names sound the same when they introduce themselves to the inspector. 'That rhymes!' they say.
- Children make good progress from their starting points. Staff gain information from parents about their children upon starting, which enables them to conduct a baseline assessment of children's learning and development. They use the information from parents and their own observations to plan what children need to learn next and when. Staff continue to assess children's ongoing progress. They quickly identify any children who are at risk of falling behind by implementing strategies and personalised plans.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand and are fully aware of their roles and responsibilities to protect children in their care from harm. They undertake regular safeguarding training and can recognise the signs and symptoms of when a child may be at risk. Staff know the reporting procedures to follow if they are concerned about the welfare of a child. They have awareness of the wider safeguarding issues, such as radicalisation. Staff are also fully aware of the whistle-blowing policy and what to do if they become concerned about the conduct of a colleague.

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

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

- build on and embed the home learning strategies already in place, to involve parents in their children's learning even further
- sharpen the monitoring of staff practice to raise the quality of teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY557058
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10175032
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	The Chestnuts Day Nursery Limited
<b>Registered person unique reference number</b>	RP910244
<b>Telephone number</b>	01452 724835
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnuts, Quedgely registered in 2018 and is located in Quedgely, Gloucestershire. The setting opens from 7.30am to 6pm Monday to Friday all year round. The provider receives funding to provide free early years education for children aged two, three and four years. The setting employs 24 staff, the majority of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Michelle Grayling

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk around the nursery to discuss how they organise the curriculum.
- The inspector and the manager conducted an observation on teaching together and evaluated it.
- The inspector met with managers to discuss their arrangements, including the supervision of staff and evaluation of the setting.
- The inspector talked to and observed children at play inside and outside.
- Parents' views were sought by the inspector and taken into account.

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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