

# Inspection of Chestnut @ NRP

Norwich Research Park, Colney Lane, Colney, Norwich, Norfolk NR4 7UT

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Inspection date: 4 June 2021

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<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 feel safe and secure in this homely, welcoming setting. They demonstrate curiosity and eagerly explore the environment and its resources. For example, babies enjoy examining and transporting items from one area to another. Older children use natural materials creatively. They make 'soup' with soil and bark pieces in the outdoor play kitchen and serve it to their friends. Children use a range of materials and tools to realise their creative ideas. For instance, children cut and tape several pieces of paper together, as they need a 'really big piece' to draw a large castle.

Staff have high expectations for all children and work hard to provide challenging and accessible spaces for them. Children of all ages access a range of equipment to practise and challenge their physical skills. Babies master stepping up and down on a low beam, toddlers learn to pedal tricycles and older children learn how to keep themselves safe as they navigate the climbing frame's rock climbing side. Children understand the rules of group activities and remind their friends. For example, while playing with the puppet theatre, they remind the audience to not to be 'too noisy' or they won't be able to hear what the puppet has to say. Children delight in using gruff or silly voices for their puppets and making their friends laugh. Older children confidently share their ideas and experiences in a small group. They talk excitedly about their favourite fruits as they plan what to plant in the garden. Children talk about the things that plants need to thrive and begin to make connections in their learning. They understand that a swallowed apple seed will not actually grow into a 'tummy tree', but instead work its way through the body.

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

- The enthusiastic, knowledgeable manager has an ambitious vision for the setting. With her team, she regularly reviews children's progress, to identify gaps in learning and to consider areas to focus on. Recently they have recognised a need to promote children's personal, social and emotional skills, as well as their communication and language development. Additional funding, such as early years pupil premium, is targeted to support individual children's progress and promote their engagement in learning. Staff work collaboratively with other professionals to effectively support children with special educational needs and/or disabilities.
- Staff know their key children well. They plan activities which capture children's interest and promote their learning. They regularly share their observations with parents and make suggestions on how to continue children's learning at home.
- Staff make good use of technology to support children to settle. For instance, they encourage parents of babies to record themselves singing or talking, to comfort babies in their absence. Children also enjoy looking at photographs of

their families, and point to their own and friends' pictures.

- Parents praise the kind, supportive staff team. They talk about the variety of activities and experiences children enjoy at the setting and how they particularly appreciate the extended time children have to play in the large outdoor spaces.
- Children delight in songs and rhymes. Babies clap their hands excitedly during a song about bubbles, while older children independently perform a song about a gorilla washing its clothes, using puppets. Children become keen communicators. Staff build children's vocabulary by introducing new words and commentating on children's play. They use key words from children's home languages to personalise songs and identify toys.
- Leaders encourage staff to follow their personal interests and access training to develop these. However, feedback provided is not sharply focused to build their individual practice or help them to develop in areas they are less confident or competent in.
- The manager is passionate about staff well-being and has developed several effective strategies for promoting a strong sense of belonging and value for staff. Staff praise the company programme that supports their broader well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding procedures and the signs that might alert them to a concern regarding a child's welfare. They understand how to make a referral or contact other agencies and what to do if they have a concern about the behaviour of an adult. The manager ensures all staff undergo initial and ongoing suitability checks and that they access regular safeguarding training.

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

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

- strengthen monitoring of staff performance to focus professional development more precisely on raising the quality of practice.

## Setting details

<b>Unique reference number</b>	EY556035
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10174806
<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 at time of inspection</b>	0 to 8
<b>Total number of places</b>	114
<b>Number of children on roll</b>	177
<b>Name of registered person</b>	Chestnut Nursery School (Norfolk) Limited
<b>Registered person unique reference number</b>	RP900940
<b>Telephone number</b>	01603274420
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnut @ NRP registered in 2018. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Oakley

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk across all areas of the setting and outdoor areas to explain how the early years provision and curriculum is organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- Two joint observations were carried out and evaluated by the inspector, the manager and the deputy manager.
- The inspector held a number of discussions with the manager, staff and parents. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

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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