

# Inspection of Chestnut @ Sewell Park

Sewell Park Academy, St Clements Hill, Norwich, Norfolk NR3 4BX

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Inspection date: 16 July 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 enjoy their time in the warm and friendly nursery. On arrival, they settle quickly and busily engage in activities, playing with their friends and staff. Children and staff safely greet each other at the entrance with genuine enthusiasm. Babies benefit from a calm and nurturing environment, where they build their confidence and start to explore. They delight in taking part in stimulating activities, such as transporting sand and exploring its texture. Parents report that staff are endlessly patient when supporting them to separate from their children as they settle into the nursery. Parents universally report that their children are very happy.

There are high expectations for children's behaviour and learning. Staff unfailingly model positive behaviours, consequently, children are polite and well mannered. They are curious and confidently approach staff and visitors to engage in conversations. They demonstrate that they feel safe and secure. Children are happy and play cooperatively with their friends, acting out their experiences, such as the recent 'graduation ceremony'. Children make friendships which are nurtured by staff. Those children who will be attending the same school are grouped together at mealtimes to encourage friendships that will support their move to school.

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

- Leaders and managers recognise the additional pressures for staff due to the COVID-19 (coronavirus) pandemic. They have a strong focus on supporting staff well-being. The manager has qualified as a mental health first aider and uses what she has learned to support staff, who report feeling valued and nurtured.
- Staff's relationships with parents are very strong. They provide useful information for parents that helps them to support their children's continued development at home. For instance, staff promote a consistent approach between home and nursery when children are toilet training. This supports children's success.
- Staff set clear expectations for children's behaviour. However, they miss opportunities to teach children to understand why certain behaviours are necessary. They do not always teach children to judge risks and learn to manage their own behaviour. For example, children are reminded to pause at the top of the slide so that staff can make sure it is safe for them to descend. However, they do not explain to children the purpose of this pause. This means that children do not always learn how to assess situations for themselves.
- Staff gather useful information from parents before children start at the nursery. They find out about babies' care routines and special words, including key words for children learning to speak English as an additional language. Staff pay close attention to babies' non-verbal cues and use key words to support babies to

grow in confidence as they develop their speaking and listening skills.

- Staff regularly assess what children know and can do. They plan activities and experiences across all areas of learning that interest and engage the children. However, sometimes staff are too quick to answer their own questions and offer solutions before children have the chance to consider their response. This means that children do not always have the opportunity to develop and test out their own ideas.
- Staff work with other professionals, such as speech and language therapists, to support children with special educational needs and/or disabilities. When children are preparing to move to school, staff take part in multi-agency virtual meetings to ensure that teachers understand children's needs as they progress to the next stage in their education.
- Additional funding is used to support children well. Staff recognise that some children, including those who learn best outdoors, have had restricted opportunities to experience the outdoors. The manager uses additional funding to develop the stimulating outdoor area so that children can thrive in their preferred learning environment.
- Staff use mathematical language with the children in their play. They encourage children to notice shapes and sizes and to count objects throughout the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff can identify signs that would give them cause for concern about a child's welfare, including female genital mutilation. They have undertaken training on the 'Prevent' duty and understand the procedures they must follow to refer any safeguarding concerns and make sure that children are protected from harm. Leaders and managers ensure that safeguarding is discussed at regular supervision meetings and that training is routinely updated. Recruitment procedures are very robust and ongoing checks ensure that staff working with children are suitable. Arrangements to keep children who have food allergies safe are robust and consistently implemented.

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

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

- develop staff skills further so that they consistently teach children how to manage their own behaviours and learn to judge risks for themselves
- strengthen teaching so that all staff consistently give children time during activities to form and explore their own ideas and deepen their understanding.

## Setting details

<b>Unique reference number</b>	2521152
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10194588
<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 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Chestnut Nursery School (Norfolk) Limited
<b>Registered person unique reference number</b>	RP900940
<b>Telephone number</b>	01603927377
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnut @ Sewell Park registered in 2019 and operates in Norwich, Norfolk on the site of Sewell Park Academy. The nursery is part of a small chain of nurseries. The nursery is open each weekday from 8am to 6pm all year round. There are 16 members of staff, 14 have early years qualifications from level 2 to level 6. The manager holds a level 6 qualification. The nursery receives funding for the provision of free early education for children aged two-, three- and four years.

## Information about this inspection

### Inspector

Terrie Simpson

## 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 inspector observed the quality of teaching during activities and through joint observations. She assessed the impact this has on children's learning.
- The inspector took parents' views into account by speaking with them and reading their written comments.
- During a learning walk around the setting, the manager spoke with the inspector about the curriculum for children.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including recruitment records.

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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