

Inspection of Chestnut Nursery School

124 Chestnut Avenue, Forest Gate, London E7 0JJ

Inspection date: 11 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy at the nursery. They come to nursery with big smiles on their faces and go in excited about the day ahead. Children feel well supported because staff take time to talk to each parent when they arrive. Children find the move between home and nursery easy for them.

In the baby room, children take part in a range of well-planned activities. Babies' language development is progressing well. For example, as babies sieve sand, staff repeat the word 'sieve'. Babies learn new words that widen their vocabulary.

The quality of teaching in the toddler room is more variable. There are some examples of well-planned teaching activities. For example, when staff teach children to listen to the sounds and rhythm that musical instruments make. However, some teaching is not as well planned. For example, when children sit for too long on the carpet listening to a story or singing songs. They then lose concentration and become restless. This does not demonstrate a good understanding of how young children learn.

Children behave well. They understand the expectations staff have for them. They receive warm praise from staff for the good choices they make. Children copy staff's positive interactions. They learn to speak respectfully to each other and be kind to their friends.

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

- Partnership with parents is strong. Parents speak very highly about the warmth of the staff. They value the daily verbal feedback about their child's day. They find the photos and information shared on the app very useful. Staff update this regularly to inform them of what the children have been doing.
- Staff have strong relationships with children. They approach staff for comfort. Staff teach children consent by asking them if they would like a cuddle. This teaches children autonomy over their own bodies. Staff give children many opportunities to make choices about their day. For example, staff ask children if they would like to go in the garden 'now or later'. This helps children feel in control of what they do and empowers them to make their own decisions.
- Children show respect for the nursery and for each other. They tidy up with pride using the dustpan and brush. Staff plan opportunities for children to develop their independence. Children learn to serve themselves and use their knife and fork well during mealtimes. This helps to build their confidence and self-esteem.
- The manager has a good understanding of what children need to know at the different ages and stages of development. There are times when staff have

thought carefully about how to deliver this programme of learning and what the purpose of an activity is. For example, when children make play dough together and learn to take turns by passing the mixing bowl around a small group. However, some staff do not plan activities with a clear purpose to help children make progress in their learning. For example, when children play with dry pasta, staff are unable to explain what they would like them to learn from this activity. Therefore, the quality of teaching is inconsistent.

- On occasion, within the toddler room, staff do not support and encourage quieter children to join in with activities. This means that these children do not make as much progress as they could during these times.
- Leaders understand how to support children who may have special educational needs and/or disabilities. They work hard to identify any early concerns and work with parents to put an individual plan in place for children who need it. They work with external professionals where necessary to meet the needs of these children.
- On occasion, leaders do not deploy staff well within the toddler area. There are times when the majority of the toddlers are in one part of the downstairs area but staff are still spread out among the toddler area, supervising individuals or smaller groups. At these times, some children are not supported well enough in their learning.
- Some staff can explain what key children know and need to know next. They then plan activities to help them to achieve these next steps. However, others are unable to explain what the next steps in their key children's learning are. Therefore, they do not plan activities to support these children in making progress. This means that progress that children make is variable.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure they keep their safeguarding knowledge up to date. Leaders display important safeguarding information clearly in the setting for staff to access, if necessary. Leaders stay up to date with safeguarding issues within the local area by attending local authority networking meetings. They can identify any risks for children and address these to ensure that they do not compromise the safety of children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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consider how staff are deployed within the toddler room to ensure that every child is supported well in their learning	28/02/2022
identify inconsistencies in teaching and provide targeted support to improve this	28/02/2022
ensure that staff are proactive about supporting every child to participate fully, including those children who may choose to communicate less	28/02/2022
ensure that staff understand what their key children need to learn next and how to achieve this.	28/02/2022

Setting details

Unique reference number	EY240677
Local authority	Newham
Inspection number	10213939
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	46
Number of children on roll	51
Name of registered person	Chestnut Nursery Schools Limited
Registered person unique reference number	RP520854
Telephone number	0208 925 7858
Date of previous inspection	13 October 2017

Information about this early years setting

Chestnut Nursery School registered in 2002. It is located in Forest Gate, in the London Borough of Newham. The nursery is open each weekday, from 8am to 6.30pm. The nursery employs 14 staff. Of these, two hold early years professional status and 10 have a level 3 qualification.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector reviewed documentation and a discussion was held with the manager.

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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