

# Inspection of Chestnut Tree Nursery

Chestnut Tree Nursery, Park Road, Coleshill, Birmingham, Warwickshire B46 3LA

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Inspection date: 25 March 2022

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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 are warmly welcomed into the nursery by the staff. Children are happy and settle well. They show that they feel safe and secure as they choose to put away their comforters. Children have secure relationships with their key person and seek comfort when needed. Children take pride in their work and show confidence to share what they have achieved with staff. For example, children who are quieter and would not usually share their work gain staff's attention to show them. Children behave well and are respectful of other children's wishes. For example, when children want to build on their own, they listen to their friends and go and build their own separate structure.

Children form positive relationships with each other. For example, they offer to hold their friends' hand when they go outside. Children demonstrate a good understanding of how to keep themselves safe. For example, when leaving the park, a dog came near to them, and the children stopped to fold their arms and remain where they were until it was safe to continue walking. Children have opportunities for exercise when they go for a walk to the park or take part in their daily yoga sessions. Children enjoy going out into the community to learn about the world around them. For example, they visit their local shops to get fruit for snack or go to the library to read stories. Children are confident to lead their learning when they choose what activity they want to do. The environment is well planned and offers children a range of resources that reflect their interests.

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

- The manager is passionate and has an ambitious vision for the nursery. She has clear and high expectations for children to achieve and will regularly share this with her team. Staff are supported to share their own ideas, and this makes them feel valued.
- Staff attend regular supervisions with the manager which supports their professional development. Staff observe each other's practice and use this to reflect and build on their own quality of teaching. Staff use their own strengths to support other members of the team to make progress in their role.
- Staff act as positive role models for the children. Children's behaviour is managed well. They are reminded of the golden rules of the nursery and staff check their understanding. For example, when children run inside, staff discuss with them why this is unsafe.
- Children make good progress in their development. They access a range of resources that provide them with opportunities to extend their learning. Staff use children's next steps and interests when setting out activities, which ignites children's interest and ensures they actively engage.
- Staff speak kindly and encourage children to respond in a similar manner. This

means children learn how to be respectful of others. Staff in turn show the same respect to children when they stop and listen to them as they share what they have done and their creations.

- Staff adapt activities to support children's learning. For example, older children are encouraged to carefully measure out and count how many cupfuls of ingredients they need when making the play dough. This helps children to develop their thinking skills.
- Staff use varied questions to encourage children to think about what it is they have done and what they need to do next. However, at times, children do not fully understand the question asked. When communicating with children, staff sometimes get distracted by another child. They then do not come back to their original question to develop the child's understanding.
- Positive feedback is given by parents about the nursery. Parents say staff provide updates on their child's development and know them well. Parents are provided with home-learning packs to encourage them to continue children's learning at home.
- Most of the time, transition between activities are smooth. Staff explain to the children what is happening next. However, sometimes, staff do not successfully support children through changes in routine. For example, children's interest in a story is disrupted when they are asked to wash their hands in readiness for mealtimes. This means children's enjoyment and concentration is interrupted.
- Children with special educational needs and/or disabilities are well supported to make progress from their starting points. Staff liaise with other professionals and the local authority in providing suitable activities for children's development. They work collaboratively with parents and hold regular meetings to share information that maintains consistency between nursery and home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure understanding of how to safely recruit their staff. They have an effective system in place to check the suitability of staff who work with children. Management and staff have a strong understanding of how to keep children safe from harm. Staff attend regular safeguarding training to keep their knowledge up to date. This means they understand the procedures they have in place to report any safeguarding concerns. Robust risk assessment and implementation keeps the environment safe for children. Children take an active role in risk assessing when visiting the park with staff.

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

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

- support staff to use consistent and effective questioning to further extend

children's thinking, communication and language skills

- review the lunchtime routine to ensure children's enjoyment of learning is not disrupted.

## Setting details

<b>Unique reference number</b>	2532369
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10215132
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Williams, Sarah
<b>Registered person unique reference number</b>	2532368
<b>Telephone number</b>	01675 462120
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnut Tree Nursery registered in 2019. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday all year around. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- This is 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 and inspector completed a learning walk together to discuss the nursery's intention for children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection.
- The manager and inspector carried out a joint observation together.
- The inspector spoke to the special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The inspector carried out observations throughout the day.
- The inspector reviewed relevant key documentation.

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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