

Inspection of The Chestnuts Nursery Ltd

148 Barnwood Road, GLOUCESTER GL4 3JT

Inspection date:

3 August 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well. They are keen to chat with staff and access the resources on arrival. The friendly staff team build good relationships with children. They teach children to respect others' differences, to share and take turns, to use good manners, such as 'please' and 'thank you', and to play cooperatively together. As a result, all children, including those with special educational needs and/or disabilities, learn to behave well, gain social skills and form friendships.

The new manager and senior leadership team have made changes to the nursery to benefit children, including introducing a well-designed curriculum. They have put in place recent training to develop staff's knowledge and skills. However, this is not yet fully embedded in practice, and consequently, the quality of the provision is not yet consistently good. Nevertheless, staff get to know children well and provide a range of interesting activities to support their all-round development.

Children enjoy freshly-cooked, nutritious food. They develop their confidence and self-care skills. Staff encourage younger children to solve problems and recall previous learning, such as how to twist their fork to keep spaghetti on it. Children know the routines and demonstrate their listening skills in readiness for school. For instance, they follow instructions to clean their faces after they have finished eating, clear away their plates and help to clean the tables.

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

- The leadership team and manager are passionate and committed to provide a high-quality provision. They have been extremely proactive in evaluating the quality of practice and the learning environment to identify and target areas for improvement. Staff are enthusiastic and have embraced the recent changes in the nursery. They appreciate the recent training and supervision meetings to support their professional development further. However, staff do not always pitch activities at the right level of challenge to meet children's individual needs and interests to help them make the best progress possible.
- Staff support children to develop their communication skills. They recognise when children do not progress as well as they could and put in place appropriate support to help them catch up, including working with other professionals as needed. Staff talk to children constantly to support their language development. For example, they provide a commentary for younger children's small-world play as they move a toy horse up the ladder to the castle. They introduce new words to support children's developing vocabulary, such as 'bow' and 'arrow'. Older children recall previous learning as they talk about 'triceratops' when they explore paint with toy dinosaurs. Staff read stories with good intonation and some older children join in with repeated refrains and shout out when they know

what word is coming next. However, at times, staff do not engage the quieter and less confident children in activities to extend their enjoyment and learning.

- All children benefit from plenty of opportunities to play outdoors to support their learning across all areas. They enjoy engaging in physically exuberant exercise with their friends, such as when children pretend to be trains moving around at speed. Although staff supervise children well overall to help keep them safe, they do not always implement the risk assessment procedures for the large climbing frame. For example, they do not ensure that the maximum number of children playing on the apparatus at any one time is not exceeded. Nevertheless, children show competence as they climb and scramble, and wait patiently for their turn to go down the slide.
- Children develop the muscles in their fingers in preparation for early writing. For instance, children concentrate and persevere to use pipettes to pick up water to squirt on slices of oranges and lemons. They knead dough and use a variety of tools with coordination and control to make their creations. Staff support children to recall their previous mathematical learning. Children roll a dice, count the dots accurately and recognise the numbers on the table. Staff encourage children to think critically. For example, children enjoy a small-group activity where they sing a 'bug in a rug' rhyme and then must think of a question to help them identify children hiding under the blanket.
- Parents state that staff are friendly when they enter the nursery to drop off and collect their children. They appreciate the lending library to take books home to share with children. However, overall, parents do not feel fully involved in their children's learning. Although they know their children's key person, they report that staff do not keep them well informed about their children's next steps in learning or their progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safer recruitment procedures to ensure staff are suitable to work with children. New staff receive a suitable induction and ongoing training to help them understand their role and responsibilities. Staff have a sound knowledge and understanding of child protection and wider safeguarding matters. They know what to do if they have any concerns about a child or if an allegation is made against an adult at the nursery.

The manager monitors the learning environment and equipment, indoors and outdoors, to ensure its suitability for children to play. Children have opportunities to learn how to take managed risks in a safe environment.

What does the setting need to do to improve?

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

	Due date
ensure staff implement the risk assessment procedures, with particular regard to the climbing frame in the garden	12/08/2022
improve the quality of teaching and learning to a consistently good level, to ensure activities are pitched at the right level of challenge to meet children's differing ages and stages of development	28/10/2022
ensure staff consistently engage the quieter and less confident children in activities, to increase their learning and enjoyment	28/10/2022
improve the key-person system and information-sharing with parents to ensure they know their children's next steps in learning, the progress they make in their learning and development, and how they can support children's learning at home.	28/10/2022

Setting details

Unique reference number	2652959
Local authority	Gloucestershire
Inspection number	10248034
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	2 to 5
Total number of places	72
Number of children on roll	93
Name of registered person	The Chestnuts Nursery Ltd
Registered person unique reference number	2652958
Telephone number	01452610979
Date of previous inspection	Not applicable

Information about this early years setting

The Chestnuts Nursery Ltd re-registered in July 2021. It is located in Gloucester. The nursery opens from 7.30am to 6pm, for 51 weeks of the year, with the exception of bank holidays. It is closed for a week between Christmas and New Year. The nursery operates as one setting with the registered premises next door, and some communal areas are shared. This setting cares for children over two years old, with the under-twos being cared for in the premises next door. The manager is responsible for both settings, and some staff work across the nursery. The nursery employs 29 staff who work with the children, including the manager who holds an MA in early years education. 16 other staff hold a relevant early years qualification at level 3. The nursery also employs a full-time chef. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided throughout the nursery, and assessed the impact that this was having on children's learning.
- The inspector interacted with children during the inspection. She talked to staff, parents and the leadership team, and took account of their views.
- The manager carried out two joint observations with the inspector.
- The inspector met with the senior leadership team and the manager, and looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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