

Inspection of Chestnuts Day Nursery

Chestnuts Day Nursery, 39a Harboro Road, SALE, Cheshire M33 5AN

Inspection date: 10 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are incredibly happy at this setting and benefit from secure attachments with staff. They wave goodbye to parents at the door, eager to start their day. Children actively seek out familiar staff for comfort. Staff listen to them and respond enthusiastically, making them feel emotionally secure. There is a warm and homely feel in the nursery. As a result of the COVID-19 pandemic, staff focus on providing a language-rich environment where children are surrounded by an abundance of stories, rhymes, songs and conversations. For example, staff spontaneously burst into song to match children's interests, singing 'Incy Wincy Spider' as babies initiate the finger actions.

Staff have high expectations of children and are excellent role models. They treat children and each other with kindness and respect. Children work together to tidy up in readiness for snack and listen attentively to one another during group time. Staff praise young children as they share jugs and cups with their friends when transporting water outdoors.

Babies delight in displaying their developing physical skills as they vigorously kick balls to staff and confidently climb low steps. Children have many opportunities to develop their early mathematical skills. For example, older children count backwards as they climb down the stairs and talk about size and shape to describe familiar items in a shopping basket game.

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

- Partnership with parents is strong. Parents are happy with the care and education their children receive. They comment that staff plan a variety of exciting activities to support their children's development. They feel involved in their child's learning and supported to continue this at home. Children make good progress in this 'wholesome family environment'.
- The manager has a clear intent for the curriculum. This is shared with the staff team through daily discussions and supervisions. Staff focus on the promotion of children's personal, social and emotional development. Staff build informed attachments with families as part of a well-established key-person and buddy system. Children show they feel safe, secure and ready to learn.
- Staff follow stringent hygiene routines and help children learn about healthy living. Children enjoy freshly cooked meals. Staff have a strong focus on ensuring children have regular physical outdoor play, such as sports day events and yoga. There is a selection of resources to promote oral health to children and parents and to encourage them to visit the dentist as a family. Staff actively participate in the local authority Healthy Setting Award.
- Children access a curriculum that builds on their prior knowledge and interests.

For example, staff follow children's interest in transport by singing 'The Wheels on the Bus' and hiding various vehicles in moulds of ice for them to identify. However, staff are not always clear or consistent in how to implement curriculum intentions effectively. For example, some staff, in their enthusiasm, do not model single words or simple short sentences consistently to enable babies to hear and learn new words.

- Staff provide opportunities for children to develop early mathematical skills throughout the day. For example, they sing number songs and rhymes when children practise their counting skills. Staff discuss the shapes in their environment, such as square cereal boxes, and encourage children to use mathematical language to describe the size of food on their plate.
- Children are encouraged to develop their communication and language skills. Staff surround children with a rich selection of songs, rhymes, stories and conversations to match their current interests. However, staff do not always use a wide range of questioning techniques to extend children's vocabulary. Not enough time is given for children to think and respond. Therefore, children's listening and critical-thinking skills are not fully enhanced.
- Children's behaviour is good. Staff use a consistent approach to manage children's behaviour. Staff role model turn-taking and being polite and respectful to each other. They act swiftly when dealing with challenging behaviour and take the time to talk to children about how they feel. Children learn to understand their own and others' feelings.

Safeguarding

The arrangements for safeguarding are effective.

All staff are trained in child protection. Leaders and staff have a secure knowledge of the indicators of abuse and of the procedures to follow in the event of a child protection concern or allegation against a member of staff. Leaders follow robust recruitment procedures. This ensures that staff are suitable to work with children. Staff supervise children with vigilance and are deployed effectively. Staff take action to prevent the spread of infection and carry out effective risk assessments. All staff hold a paediatric first-aid qualification. Accidents and injuries are dealt with well. All areas of the premises are safe and secure.

What does the setting need to do to improve?

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

- help staff develop effective questioning techniques to further enhance children's critical thinking and extend their learning to the highest level
- strengthen curriculum implementation to consistently meet children's next steps, with particular focus on communication and language development.

Setting details

Unique reference number	EY420335
Local authority	Trafford
Inspection number	10129204
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	1 to 4
Total number of places	56
Number of children on roll	43
Name of registered person	Christine & Christopher Cambridge Partnership
Registered person unique reference number	RP904935
Telephone number	01619731403
Date of previous inspection	20 May 2016

Information about this early years setting

Chestnuts Day Nursery opened in 1995 and was re-registered in 2010 as a partnership. It is one of two nurseries owned by this partnership and is based in Sale, Cheshire. The nursery employs 14 members of childcare staff. Of these, one staff holds an appropriate early years qualification at level 6, one holds level 4, 10 hold level 3 and one holds a qualification at level 2. The manager holds early years teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays, one week at Christmas and one week during August. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Mitchell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection. She held a short meeting with the manager to discuss aspects of leadership and management.
- The inspector and the manager jointly evaluated an activity with pre-school children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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