

Inspection of The Chestnuts Nursery Ltd

2 Church Lane, Barnwood, Gloucester GL4 3HZ

Inspection date: 3 August 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
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

The toddlers and babies at this setting demonstrate they are happy. Staff are friendly, kind and caring. They work with parents to use effective settling-in procedures. This includes welcoming parents into the setting to drop off and collect their children. This helps to build children's confidence and supports their emotional well-being from the start. Children form good bonds with staff, learn to play cooperatively alongside their peers and enjoy their time at the setting.

The new senior leadership team and new manager are passionate about delivering a well-designed curriculum and provision that meets children's individual needs. They have implemented a programme of staff training to extend skills and knowledge, although this is not yet fully embedded. Staff get to know all children well, their interests and their abilities. They focus on the most important areas that children need to learn next to plan and provide interesting and stimulating activities and experiences. As a result, children are motivated to join in. For example, staff know toddlers have enjoyed playing in water on holiday so set up a water activity with a variety of resources for children to explore to extend their learning. Babies are confident to make choices from the resources on offer. They explore musical instruments and sensory resources. They are mesmerised as they shake and examine bottles filled with different beads. Children make good progress in their learning and development.

Children develop good physical skills. Toddlers show good control and coordination as they move around the outdoor area. Babies develop the muscles in their arms and legs, such as when they pull themselves up to stand at activity trays. Babies concentrate on activities for good periods, appropriate to their age and stage of development, such as when as they persevere to join plastic blocks when they build towers.

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

- The leadership team and manager have a clear vision for a high-quality provision. They have reflected on the quality of the provision and have been extremely proactive to identify and address areas for improvement. This has resulted in positive changes, including to the learning environment, to benefit children. The manager has observed staff practice and completed staff-supervision meetings for all staff to support them in their roles. Staff appreciate the training and support that they have received and feel valued. However, although there is a suitable safeguarding policy in place and staff receive ongoing safeguarding training, some staff are not fully confident about all aspects of safeguarding. Nonetheless, they know children well enough to identify any concerns and know to share concerns with the designated

safeguarding leads. This means that there is no significant impact on children's safety, well-being and personal development.

- Staff supervise children well to help keep them safe. Children's individual care needs are met effectively. Staff liaise with parents to provide consistency, such as with sleep routines. Staff sit with children as they sleep to support their safety and well-being. Children benefit from freshly cooked, nutritious food and plenty of fresh air and exercise to promote their good health.
- Overall, staff support children well to develop their early communication and language skills. Staff get down to the children's level and engage enthusiastically with them to increase their enjoyment and learning. Staff sit with children during snack and meal times, and talk to them to develop their language and social skills. Staff use simple words and short sentences when they talk to babies to reinforce their understanding. They introduce new words alongside actions to increase babies' vocabulary, such as 'scoop' and 'splash' when babies explore sand and water. However, at times, the noise level of the music being played in the baby room hinders their emerging language and listening skills.
- Children's behaviour is good. Toddlers follow simple instructions, such as when staff sensitively remind them to sit on their bottoms so that they do not fall off chairs and hurt themselves. Staff teach children to share and take turns with resources. Staff provide children with appropriate praise to encourage them to achieve, which helps boost their levels of self-esteem and confidence.
- Staff share books with children to help them develop a love of reading from an early age. They introduce early mathematical concepts into children's play and routines. For example, babies enjoy pushing toy vehicles across the floor, and staff chat with them about the big trucks and the little cars.
- Partnerships with parents are good. Parents speak glowingly about the setting and staff. They appreciate the wealth of information they receive from staff about their children's care, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses robust recruitment procedures to ensure staff suitability to work with children. New staff receive a suitable induction to help them understand their role and responsibilities. Staff are confident about the signs and symptoms of abuse and know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. Staff implement risk assessments to help keep children safe. Staff are sensitive to children's needs and show them respect. For example, they support babies to move around the room, follow appropriate hygiene practices and talk to children as they change nappies.

What does the setting need to do to improve?

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

	Due date
extend staff professional development further to ensure all staff are confident about all aspects of safeguarding.	19/08/2022

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

- review the noise level in the baby room with particular regard to playing music, to support babies emerging listening, attention and communication, and language skills even more effectively.

Setting details

Unique reference number	2652984
Local authority	Gloucestershire
Inspection number	10248866
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 1
Total number of places	27
Number of children on roll	27
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 under two-years old, with older children 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 a 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.

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 a joint observation of a group activity with the inspector.
- The inspector met with the senior leadership team and the manager. She 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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