

Inspection of Chestnut Nursery School

124 Chestnut Avenue, Forest Gate, London E7 0JJ

Inspection date: 4 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure at this setting as they confidently explore the activities and opportunities available to them. Children interact with staff and each other as they play and learn in the calm environment. Staff have carefully considered the resources available to ensure that children can safely access what they want to play with. For example, in the baby room, activities are arranged on low tables to enable children who are crawling or just starting to walk. Babies can make active choices about their learning by choosing resources from low shelves.

Toddlers can free flow between different spaces, including a large role-play area, messy-play area and a quieter sensory area. Children confidently express where they want to play and what they would like to do. All children have access to the garden. Babies learn to safely use the stairs when it is time to go outside. Toddlers have direct access to the garden throughout the day. Children behave well and staff have high expectations of them. Children grow in confidence and independence during their time in the setting.

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

- This setting provides care and education for children aged under three years. Managers have good relationships with other local nurseries and support children to move on to other settings when they turn three years. This helps children to be well prepared and move on to the next stage of their learning.
- Staff observe children as they play and have a good understanding of what individual children know and can do. They use this information to plan exciting and interesting experiences to help children to make good progress in their learning.
- Leaders help staff to improve their teaching practice, particularly around improving children's early language skills. Staff introduce new vocabulary, descriptive words and mathematical language as they play with children. However, at times, staff do not give children enough time to consider their answers to questions and formulate a response.
- Children enjoy many opportunities to practice and strengthen the small muscles in their hands. For example, children explore a range of textures, such as sand, play dough and paint. This prepares children to develop their early writing skills.
- Children behave well and display positive attitudes towards their learning. Staff offer plenty of praise and encourage children to try their best. Children behave respectfully to each other and the staff who care for them. They learn to be polite and help when it is time to tidy up.
- Children form good attachments with staff. When children are upset or tired, they find a familiar member of staff for a hug or some gentle words of

encouragement. Children ask staff for help and support when they need it. This contributes to children's sense of emotional security and well-being.

- Children show high levels of self-esteem as they carry out self-care tasks. For example, toddlers learn to use the toilet independently and wash their hands when they finish. Staff support babies to wipe their own noses and learn to wash their hands.
- The manager reflects on her setting's strengths and areas for development. She has implemented new ways of working to drive improvement and develop teaching practice. However, staff do not consistently mentor and share good practice with less-experienced staff to drive improvement and raise the standard of teaching practice.
- Parents are very satisfied with the care and support provided to their children. They say that the nursery uses various ways to share information about their children and developments at the nursery. This helps parents to continue to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in keeping children safe. They have completed training to ensure that their knowledge and skills are up to date. Staff know where to find the information they need if they have any concerns about the welfare of a child. They describe what action they would take if they were concerned about a child or the conduct of a colleague. Staff are deployed effectively and supervise children well. Effective risk assessments are conducted daily to ensure that children can play safely. Robust procedures are in place for the recruitment of new staff. This means that children are cared for by suitable staff.

What does the setting need to do to improve?

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

- support children's early language development even further by giving them enough time to consider their answer when responding to questions
- mentor and share good practice with less-experienced staff to build on the quality of education throughout the nursery.

Setting details

Unique reference number	EY240677
Local authority	Newham
Inspection number	10217728
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 3
Total number of places	46
Number of children on roll	37
Name of registered person	Chestnut Nursery Schools Limited
Registered person unique reference number	RP520854
Telephone number	0208 925 7858
Date of previous inspection	11 November 2021

Information about this early years setting

Chestnut Nursery School registered in 2002 and is located in Forest Gate, in the London Borough of Newham. The nursery is open all year round, from 8am to 6.30pm, Monday to Friday. The nursery employs 13 staff. Of these, six have a level 3 qualification, three have level 2 qualifications and four are unqualified. Three members of staff are working towards level 3 qualifications.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk to discuss the curriculum and what staff want children to learn.
- The manager and the inspector evaluated an activity together during a joint observation.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children during activities, and assessed the quality of education.
- The manager showed the inspector documentation, including records to demonstrate the recruitment process and the suitability of staff.

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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