

Inspection of Chestnut Grove Kindergarten

5 Pathfields Road, Clacton-on-Sea, Essex CO15 3JH

Inspection date: 25 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 Good

What is it like to attend this early years setting?

The provision is good

The manager and provider have a clear understanding about how to support children's communication skills. Staff teach children new signs, such as 'please', 'thank you' and 'finished', and these are shared with parents to enable children's needs to be understood consistently. Staff are seen introducing new words to children, such as 'squeeze' and 'sprinkle'. Older children are encouraged to make vocal requests to develop their speech and language further.

Children's personal, social and emotional development is well supported by staff. They use persona dolls to allow children to look at different family circumstances. Staff use these dolls to support children with learning how to express themselves and discuss any worries or concerns they may have, particularly when experiencing any changes at home. This has enabled children to understand how they are feeling and seek support. Staff have created strong bonds with children, who actively seek interaction and laugh when playing games together, such as hide and seek.

The manager and provider have a strong understanding of the community needs and how to support the families. They support home learning through providing activity ideas and resources such as play dough and cress seeds. The manager and provider actively engage with parents through workshops. For example, they invite parents to observe staff interactions with children so that they can support interactions at home, to further extend children's experiences.

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

- Children are provided with warm interactions from staff. Staff tickle and provide praise and encouragement, which results in children laughing and smiling, having a positive experience. They often seek more interaction with staff, showing they have created strong bonds.
- Children in the pre-school room play collaboratively together. They are heard asking each other, 'Will you play with me?' Children share and take turns with each other. Children are highly engaged with the resources they have on offer and use their imagination to create new role-play scenarios.
- Staff are aware of children's needs and know the children well. They make good progress and work together with parents to discuss progress and next steps.
- Parents speak highly of the staff. They feel very supported by staff and receive regular feedback about what their child is learning and what they will be focusing on to support development further. Parents comment on how well their children have progressed, particularly in speech and language development, since starting the setting.
- Children's fine motor skills are promoted throughout the setting through a range

of activities, such as play dough and threading. However, children in the baby room have too few opportunities to develop their climbing skills.

- The children have a 'Travelling Ted', and they can take this teddy on any adventure they may take part in. Children take the teddy on holiday, and they bring some photos back to discuss with the other children where 'Travelling Ted' has been. This enables children to gain an understanding of the wider world and sparks conversation about differences in the world.
- Recently, staff have taught children about the life cycles of some animals. For example, children watched caterpillars and frogs change over time. This became a real interest for children, and they were able to learn new language and enjoy new experiences.
- Children learn about different cultures around the world. Together, they look at different cultures and celebrations and have currently been learning about Black History Month and Diwali. This has encouraged children to think about different cultures and how they are unique.
- Two- to three-year-old children are encouraged to be independent. They pour their own drinks and pull up their sleeves ready to wash their hands. However, this development of independence is not consistently promoted across other rooms.
- Staff comment on how they feel very well supported in the setting with regards to their well-being. They have a 'well-being champion', who staff can seek guidance and support from at any time.
- There is a strong training programme in place to ensure all staff access training and are reflective of their practice. Staff practice is often observed to ensure teaching is to a high standard. Staff have recently attended speech and language training, which has had a positive impact on the teaching strategies used and outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and provider have robust knowledge about how to keep children safe. They are very aware of the local risks, the signs and symptoms of these risks and the action to take if they have concerns. Management ensures staff are up to date with their knowledge about how to keep children safe in their care. They regularly discuss safeguarding scenarios as a team to develop their knowledge and confidence with dealing with different concerns. Staff have a good understanding of wider safeguarding concerns, such as county lines and cuckooing.

What does the setting need to do to improve?

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

- provide more opportunities in the baby room to develop children's climbing skills

- increase opportunities for children to develop their independence, particularly in the pre-school room.

Setting details

Unique reference number	EY408264
Local authority	Essex
Inspection number	10233765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	120
Name of registered person	Chestnut Grove Kindergarten Ltd
Registered person unique reference number	RP529717
Telephone number	01255 429 029
Date of previous inspection	16 March 2017

Information about this early years setting

Chestnut Grove Kindergarten registered in 2010 and is one of three settings run by the same limited company. The nursery employs 22 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, 14 staff hold a qualification at level 3, and two staff hold a qualification at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

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 provider and has taken that into account in their evaluation of the provider.
- The nursery provider, manager and inspector completed a learning walk together to discuss the areas of learning, the curriculum and what they want children to learn, both inside and outside.
- The inspector and nursery manager carried out a joint observation of children participating in an activity in the pre-school room with a member of staff.
- The inspector observed children of all ages and spoke with children throughout the inspection.
- The inspector spoke to parents of children that attend the setting and took into account their views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of the 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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