

# Inspection of Chestnut@Sue Bramley

Bastable Avenue, Barking, Essex IG11 0LG

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Inspection date: 28 March 2023

**Overall effectiveness** **Good**

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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**

Children have close, strong bonds with staff. They are confident, happy and enjoy activities, many of which reflect their interests. Staff interact in positive ways with children. For instance, they smile and use lots of eye contact. This helps children to feel valued and secure. Staff have high expectations of children.

The curriculum is broad and balanced. Children learn useful skills in preparation for school. They develop good creative skills as they use different tools and materials to make Easter cards, paint and draw. Children enjoy making models from play dough, which also supports their small-muscle development. They develop good musical skills. For instance, babies learn about different sounds as they play bongos and move shakers. Children gain an understanding of difference. For instance, staff read stories and sing songs from around the world. They teach children about special cultural and religious events, such as Eid and Diwali. Children act with care and caution. They know to walk when indoors to reduce the risk of accidents. Staff teach children how to behave safely when they go out on trips, including crossing the road with care and caution. Children learn to share and to take turns. They take turns to serve themselves at mealtimes and learn to share toys and resources.

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

- Children have good physical skills. They use the outdoor area freely and learn to climb, run, jump, balance and move in different ways using various resources.
- Staff teach children good communication, language and literacy skills. They read a wide range of books to children and link activities to support children's learning well. Staff teach children sign language to support children's communication skills further.
- Children learn how to do things for themselves. They help to set the table at mealtimes and pour their own drinks. Children learn how to put on their coats and some are now able to do up buttons. Older children help younger ones to develop these skills.
- Children behave well. Staff use praise well to promote positive behaviour. They discuss their expectations with children and act fairly to deal with any unwanted behaviour. Children are well mannered and say 'please' and 'thank you'.
- Children have good mathematical skills. For instance, they count cubes and match them to the correct numeral. Staff teach children the names of different shapes.
- The manager provides good support to staff. She has regular discussions with each member of staff and offers support where needed. The manager ensures that staff feel appreciated and valued, for instance by providing free meals at staff meetings.

- The manager is committed to the professional development of her staff. Staff have attended a variety of courses, including a course on supporting children's awareness of oral hygiene which led to improvements in this area.
- The manager considers the strengths and weaknesses of the nursery and sets clear goals for improvement. For instance, she plans to build on the curriculum to develop mathematics further.
- Staff have good partnerships with parents. They share information about children's activities and progress with parents regularly. Staff give parents ideas to support their children's learning at home.
- Staff teach children good oral hygiene awareness. For instance, they set up pretend play dental surgeries and talk to children about how to take care of their teeth. Staff work effectively with parents, who send in pictures of their children brushing their teeth to display in the nursery.
- The manager provides appetising, nutritious meals and snacks for children which meet their special dietary needs. Staff teach children about the value of eating well. They promote healthy routines further by ensuring that children have daily physical challenges.
- Overall, staff make timely interventions in children's play to support their learning. However, on some occasions, some staff do not give children enough time to think and respond when questioned.
- Staff help children to gain some understanding of the world, for example by taking them to community events. However, this area of learning has not been fully developed, for example to include changes in nature.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff regard children's safety as paramount. The manager carries out rigorous background checks on staff to ensure suitability for their roles. Staff check and clean all areas of the nursery to reduce the risk of hazards and cross infection. Staff have good safeguarding knowledge. They are aware of the signs and symptoms that might indicate that a child is at risk of abuse. Staff know the correct procedures to follow to report their concerns to protect children from harm. They undergo regular safeguarding training to keep their knowledge up to date.

## **What does the setting need to do to improve?**

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

- give children more time to think and respond to questions
- develop children's understanding of the world further, particularly in relation to changes in nature.

## Setting details

<b>Unique reference number</b>	EY429067
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10264268
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Telephone number</b>	020 34114855
<b>Date of previous inspection</b>	9 June 2017

## Information about this early years setting

Chestnut@Sue Bramley opened in 2011. It is located in Barking in the London Borough of Barking and Dagenham. The nursery is open each weekday from 8am to 6pm, all year round except for public bank holidays. There are 12 members of staff, including the manager, nine of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## 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 setting.
- The inspector carried out a joint observation of a group activity with the manager.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interaction between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector considered the views of staff and parents.

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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