

# Inspection of Chestnut@Markyate

Markyate Road, Dagenham, London RM8 2LD

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Inspection date: 27 April 2023

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

### **The provision is good**

Children arrive at the nursery very happy, excited and ready to learn. They are familiar with the routines and show high levels of independence. Older children serve their own food and use cutlery confidently, while younger children are supported by staff. Children put their own cutlery and plate away once they finish and then eagerly sit on the carpet to wait for story time. Familiar routines such as this help to provide a settled experience, in which children make good progress. Children explore the stimulating activities, which keeps them engaged and motivated. Staff guide children's learning and development, particularly in meeting their next steps. For example, staff arrange a fruit threading activity to support children to develop their fine motor skills.

Children work cooperatively in small groups, naming the different fruits. Staff reinforce learning through repetition of new vocabulary and language. All children, including those with speech and language delay, improve their communication and language skills. Outside, children are excited and set up a parachute activity with their friends. They work together to move the parachute and keep the ball on the parachute, singing 'Row row row the boat' while doing so. Staff have high expectations of children's behaviour. They use good manners and encourage children to chant the golden rules during circle time. This helps children to understand what is expected and how to behave, creating a calm, safe and nurturing environment for them to concentrate well and learn in.

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

- Stimulating and engaging learning environments motivate children to participate in activities, which develops their curiosity, knowledge and skills across different areas of the curriculum.
- Leaders and managers have supported staff to teach children healthy habits, such as brushing their teeth and discussing healthy food. Healthy eating is promoted well, and managers ensure they support parents to develop their understanding of the importance of healthy eating. The healthy eating guide and newsletters sent to parents giving information about healthy lunches has improved the quality of the packed lunches children bring to the nursery.
- Leaders and managers work closely with the executive manager to ensure that staff receive the right support by creating a bespoke training package based on their specific areas of development. Staff training is a high priority for leaders and is valued by staff. Staff benefit from the effective coaching and mentoring they receive from leaders, managers and external agencies. Staff worked with a speech and language therapist over an extended period and are experts in developing children's communication and language.
- Partnership with parents is a key strength of the nursery. Staff establish

effective and trusting relationships with parents. Noticeboards keep parents well informed about the learning their children are currently engaged in.

- Strong attachments between staff and their key children have been built. Staff know each child's needs well. They communicate with parents to identify any gaps in children's learning and development effectively. Leaders work with the local authority inclusion team and make referrals in a timely manner to provide children with adequate support. All children, including those with special educational needs and/or disabilities, make good progress.
- Children behave well. They learn to share and take turns. Staff inspire them to behave well. For instance, they take all opportunities to positively acknowledge children's achievements. They speak to children in a calm, respectful and caring manner.
- Young children sing number songs with staff support, while older children confidently count ducks in the water tray. However, staff do not always challenge children enough to support them to gain a secure understanding of mathematical concepts throughout their play.
- Staff promote opportunities to develop children's understanding of diversity. Children and parents are invited to celebrate different cultures by dressing up in various cultural attire. They learn about their local community. For instance, children enjoy working with 'Bow Arts' art project, where they celebrate people with different ethnicities.
- The manager uses additional funding effectively to support individual children. For instance, children benefit from the new books that are added to the nursery's lending library, which enables them to read and share books at home with their parents.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff receive extensive training around safeguarding. Furthermore, additional training supports effectively the families they work with to deal with issues such as domestic violence and refuge. The provider and staff have a secure understanding of the key indicators of child abuse. Staff are aware of what to do if a child protection concern is raised. They know about the role of outside agencies, such as the local authority designated officer, if an allegation is made against a member of staff. Staff check the premises daily, to ensure they are safe for children to use. Leaders ensure that, when recruiting staff, all suitability checks are undertaken.

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

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

- make better use of opportunities to develop all children's mathematical

knowledge and understanding of mathematical concepts.

## Setting details

<b>Unique reference number</b>	EY489504
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10264496
<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>	2 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Telephone number</b>	02089844686
<b>Date of previous inspection</b>	16 June 2017

## Information about this early years setting

Chestnut@Markyate registered in July 2015. The nursery is located in Dagenham, Essex. The nursery operates from Monday to Friday, 8am until 6pm, for 51 weeks of the year. There are eight members of staff. Of these, two hold a qualification at level 6, and six staff hold a qualification at level 2 or 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Honufa Begum

## 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 her evaluation of the nursery.
- The inspector conducted a learning walk with the managers around the nursery.
- A joint observation of an activity was carried out with the managers.
- The inspector held a leadership and management meeting with the managers.
- The inspector talked to parents, to gather their views.
- A sample of policies, procedures and relevant documentation was evaluated by the inspector.

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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