

Inspection of Chestnut House Day Nursery

Chestnut House, Church Road, Saughall, CHESTER CH1 6EN

Inspection date: 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The passionate staff provide a welcoming and friendly environment. Children are happy and settled. They have formed strong relationships with staff. These close bonds help children to feel safe and secure and form a good basis for learning. Children beam when their key person greets them in the morning. They confidently talk to staff about their news.

Children benefit from a range of first-hand experiences. For example, pre-school children attend free swimming lessons every week. Children decorate their own piece of pottery when the art bus visits the nursery. They regularly visit the local nursing home to take part in activities with the residents. These activities help to enrich children's life experiences.

Children behave well. They learn to share the toys and resources from a young age. Staff are positive role models. They use clear instructions that help children understand what is expected of them. For example, babies learn to stop and go when shaking and tapping their instruments. Children are excited and motivated to learn. Staff plan a range of stimulating activities that focus on children's interests. This helps children to develop a thirst for learning from a young age. All children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- The dedicated staff have a well-designed and ambitious curriculum for all children that builds on what they already know. They know children well and have a secure knowledge of their development and progress over time. Staff plan focused activities that target the next steps in children's development.
- Children's joyful singing can be heard throughout the nursery. For example, toddlers take turns to choose a song from their nursery rhyme board that they would like everyone to sing. Pre-school children happily sing as they construct models together. However, at times, staff do not model words correctly. This does not help children to hear the correct pronunciation of words.
- The special educational needs and disabilities coordinator (SENDCo) works in partnership with other agencies to ensure that children receive the support they need. She supports staff to understand each child's learning plan and provides coaching to support children effectively. Additional funding, such as early years pupil premium, is used effectively to support children's development and experiences.
- Children's emotional development is promoted well. Staff use the story 'The Colour Monster' to help children learn more about their feelings. Pre-school children design their own colour monster and describe how he is feeling and

why. Staff talk to children about how characters may be feeling in books. This helps children to learn more about their feelings and begin to understand how their actions can affect others.

- Staff plan opportunities to enhance children's growing independence. They wash their own hands and put their shoes on to go outside. Toddlers confidently feed themselves at mealtimes. Older children wash their faces with their own flannels after mealtimes and put them in the used flannel container. This helps children to feel proud of the tasks they can carry out independently.
- Staff promote healthy lifestyles. They talk to children about why food is good for their body. Children learn where food comes from. For example, they learn that eggs come from chickens after observing the chickens in the outdoor area. Children brush pictures of teeth with toothbrushes and toothpaste. They talk to staff about their recent visit to the dentist. This helps children to learn more about healthy life choices.
- Parents praise staff for being friendly and approachable. They feel updated about their children's stages of development. However, staff do not always suggest ways that parents can extend children's learning at home. This does not help to provide further continuity in children's learning.
- Children's behaviour is good. They are kind and caring to each other. When disputes occur, staff deal with them promptly and effectively. Children work well together to tidy up the toys. Staff praise children for their excellent listening skills. This helps to build their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms which may suggest a child is at risk of harm or abuse. They know and understand the reporting and recording procedures they must follow if they have any concerns about the safety or welfare of a child. Staff work closely with other agencies, which ensures that children and families are supported and not at risk of harm. Managers regularly check staff's knowledge and understanding of safeguarding. Robust recruitment processes are in place to ensure that staff are recruited safely.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of the importance of modelling words correctly
- provide parents with further ways to extend children's learning at home.

Setting details

Unique reference number	EY372432
Local authority	Cheshire West and Chester
Inspection number	10295402
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	82
Number of children on roll	89
Name of registered person	Ashcroft, Jonathon Jason
Registered person unique reference number	RP514360
Telephone number	01244 880371
Date of previous inspection	12 December 2017

Information about this early years setting

Chestnut House Day Nursery registered in 2008. The nursery employs 20 members of staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery is open from Monday to Friday for 51 weeks per year, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The SENDCo spoke to the inspector about how they support children with SEND.

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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