

# Inspection of The Chestnuts Nursery Ltd

148 Barnwood Road, GLOUCESTER GL4 3JT

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Inspection date: 27 July 2023

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and are keen to get into nursery to explore. They develop nurturing relationships with staff, and they form warm friendships with the other children who attend the nursery. Staff know all the children exceptionally well. They invest time in gathering information from children's parents to learn about children's interests and needs. As such, children settle quickly and demonstrate that they feel secure in the nursery.

The curriculum in place focuses on children being confident and independent, as well as on supporting them to build on what they know and can do. Children are keen and curious to explore, and they demonstrate perseverance in taking on challenges. For instance, the youngest children spend time helping each other to prepare to go outside. Children focus and persist as they help to fasten their friends' coats. Older children demonstrate independence during mealtimes; they help themselves to drinks and scrape their plates when they have finished eating. Children have clear routines and boundaries, and they respond well to the instructions staff give them. Children learn to share, wait patiently and take turns with resources. Staff reinforce the importance of good behaviour and manners, and mealtimes are a calm and sociable experience.

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

- The new management team has a positive approach to continuous improvement. Since the last inspection, managers have reviewed their procedures, made changes to the environment, and embraced support from various professionals to help them make the necessary improvements. Parents say that staff keep them informed about their children's progress and that they are happy with the care that their children receive.
- Staff use consistent methods to help children to learn to recognise and manage their feelings and emotions. Children use colours as a reference to how they are feeling, and they use these to describe their emotions to the staff. Staff reinforce this and encourage children to speak about how they are feeling and to consider what makes them feel happy or sad. When children share that something has made them sad, staff talk about what might make them feel happy. Staff model this language throughout the nursery, so all children are confident to express their feelings.
- Staff support children's language and literacy skills well. They model language and encourage children to speak and share their ideas. Older children confidently listen and sound out letters and words as they write their own stories. Staff support and extend children's interests well. For instance, they encourage children to think of other words that start with the same sounds.
- Leaders and staff place a high emphasis on literacy through books and

storytelling. Younger children enjoy listening to stories, and they excitedly talk about what happened to the characters. Older children remember their favourite stories and act them out with their friends. Staff support children to learn key information about books. For example, children learn what it is to be an 'author' or an 'illustrator'. They confidently make up their own stories and create artwork as they become the authors and illustrators.

- Managers have made significant improvements to the support that staff receive. They monitor staff practice to ensure that staff receive the guidance they need to improve and update their knowledge and skills. Overall, staff interactions with children are now positive. Staff recognise what children are interested in and generally support their learning well. However, due to changes in the environment and resources provided, at times, staff are not confident in using the new resources to support children's play and learning to help them to make the best progress possible.
- Overall, there is good support for children with special educational needs and/or disabilities (SEND). Leaders and staff identify when children need extra support. They work well with other professionals and parents to help close gaps in children's learning. However, at times, staff do not consistently use the strategies in place to support children's specific needs, to help them to interact and take part in the opportunities available to them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have developed their risk assessments of the environment. They check that the areas where children play are safe and involve children in learning about how to keep themselves safe. The management team ensures that all staff have a suitable understanding of their responsibilities to monitor children's well-being. Managers understand the procedures in place to report any concerns they have, and staff have a good understanding of the indicators that may suggest that a child is at risk of harm.

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

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

- support all staff to have the skills and knowledge they need to use the resources effectively to engage children in play and learning
- use strategies in place more consistently to support children with SEND to engage and take part in routines and activities.

## Setting details

<b>Unique reference number</b>	2652959
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10250535
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	72
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	The Chestnuts Nursery Ltd
<b>Registered person unique reference number</b>	2652958
<b>Telephone number</b>	01452610979
<b>Date of previous inspection</b>	3 August 2022

## Information about this early years setting

The Chestnuts Nursery Ltd re-registered in July 2021. It is located in Gloucester. The nursery opens from 7.30am to 6pm, for 51 weeks of the year, with the exception of bank holidays. It is closed for a week between Christmas and New Year. The nursery operates as one setting with the registered premises next door, and some communal areas are shared. This setting cares for children over two years of age, with the children under two being cared for in the premises next door. The manager is responsible for both settings, and some staff work across the nursery. The nursery employs 27 staff who work with the children, 14 of whom staff hold a relevant early years qualification at level 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and children 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 that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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