

# Inspection of The Chestnuts Nursery Ltd

2 Church Lane, Barnwood, Gloucester GL4 3HZ

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Inspection date: 27 July 2023

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| <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**

Young children are warmly greeted by caring staff, and they separate from their parents with ease. They eagerly explore and show high levels of curiosity. For instance, children investigate paints with cars and look in sensory baskets. Children develop confidence in their physical abilities as they climb, balance and learn to navigate steps. They beam at visitors as they achieve these tasks, showing pride in their accomplishments.

Children form trusting attachments with staff. The kind and attentive staff give children praise for waiting, sharing and being kind. Staff teach children the importance of using 'gentle hands' so that they learn the effects of their actions on others. Children are responsive to staff, and they behave well.

The curriculum successfully takes into account the different stages of child development. Staff know what they need to do to help children make progress and achieve through the areas of learning. They think carefully about the order in which children need to develop new skills, such as developing their independence at mealtimes. Children use cutlery with increasing control. Babies learn to use spoons and then move on to using a fork. Children develop good self-care skills.

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

- Staff are very good role models for promoting children's communication and language. They consistently talk to children. They narrate young children's play, ask questions to ignite their interest and introduce vocabulary as they name animals, colours and numbers. This supports the development of children's understanding of language.
- Staff show the highest respect for young children when they attend to their personal care routines. They ask permission to change children's nappies. Staff gently talk to children as they change them, and children show how secure they feel.
- Babies are developing a sense of identity and belonging. For instance, staff encourage them to look at their reflection in mirrors. They describe babies' features with words such as 'eyes', 'ears' and 'nose'. Babies laugh and point to their ears as they look in the mirrors, attempting to copy words that staff use. This helps to support babies with their early speaking skills.
- Babies have close bonds with their key person, who helps them to feel settled and safe. For example, young babies look to their key person for reassurance and enjoy one-to-one interaction. Staff hold them close to settle them and soothe them to sleep by gently rubbing their back. Staff work hard to support new children to settle in.
- Staff encourage children to wash their hands at key times during the day, such

as before eating and after nappy changes. However, children receive mixed messages about how they should wash their hands and the resources they should use to do this effectively. For example, staff wash all children's hands in a bowl of shared water before lunch, which means children do not learn about the importance of positive hand hygiene from a young age.

- Staff plan indoor activities to support children's learning. Children freely access experiences that engage them and help them develop their skills. However, although children are very keen to play outside, staff have not considered the outdoor area well enough to ensure that the quality of education is consistent, both indoors and outdoors. For example, opportunities for challenge to capture children's interest are limited in the environment, leaving some children wandering, with little engagement and focus.
- Young children routinely join in with song time. They sit in small groups and choose songs they would like to sing, selecting spoons with pictures on as prompts that are relevant to each song. Children show how familiar they are with the songs as they anticipate the actions. Staff spontaneously introduce familiar songs as children play. This delights the children, and they begin to join in with some of the words to the songs.
- Management has worked hard to improve parent partnerships. Parents receive regular updates about their child's progress and the experiences they have at nursery. Staff use different ways to communicate, such as through an online platform, daily feedback at pick-up times and a noticeboard for parents. Before children start, staff offer shorter settling-in sessions so they can get to know children and begin to build up a relationship with the family from the start. This helps to support the well-being of the whole family.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection. They know how to recognise, record and report any concerns they may have about children's welfare. Staff are confident in knowing how to report when an allegation has been made against themselves and colleagues. Managers follow safer recruitment practices to ensure that staff are suitable to work with children. The manager follows good procedures to ensure that staff continue to be suitable for their roles. Staff complete risk assessments to help them identify any potential hazards and ensure that the environment is safe and secure.

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

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

- extend learning opportunities outdoors to provide a challenging environment that captures children's interest and engagement more

- provide children with consistent messages about the need for positive hygiene routines.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | 2652984                            |
| <b>Local authority</b>                             | Gloucestershire                    |
| <b>Inspection number</b>                           | 10252113                           |
| <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> | 0 to 2                             |
| <b>Total number of places</b>                      | 27                                 |
| <b>Number of children on roll</b>                  | 34                                 |
| <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 under two years of age, with older children 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 hold a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Marie Swindells

## 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 and inspector completed a learning walk together of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided throughout the nursery and assessed the impact that this was having on children's learning.
- The inspector interacted with children during the inspection. She talked to staff, parents and the leadership team and took account of their views.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector met with the senior leadership team and the manager. She 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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