

# Inspection of Chestnut@Earlham Grove

177 Earlham Grove, Forest Gate, London E7 9AP

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Inspection date: 10 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Outstanding

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

### The provision is good

Leaders of this nursery have a clear vision for the curriculum. They provide a strong focus on supporting children's early communication and language, as well as developing their passion for books. Staff display this passion by providing a range of books for children to access, indoors and outside, and by sharing favourite stories with enthusiasm. Leaders support staff to understand the learning intent from everything they do with children to ensure that children make progress.

Staff get to know children quickly when they start at the nursery. They plan activities and opportunities for them to achieve their next steps in learning. Staff have high expectations of all children's progress, including those with special educational needs and/or disabilities (SEND), as they move through the nursery.

Children's behaviour is good. Staff remind them to look out for their friends when they are engaging in physical activities such as trying to swing hoops around their waists and enjoying whizzing around the garden on the range of wheeled toys. This supports children to be aware of the risks and to consider the impact they have on others.

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

- Staff develop children's literacy skills from an early age. Children have access to a wide range of books, which even the youngest children will sit and read independently. Pre-school children love to practise their writing skills in the nursery garden. Children love to sit and listen to stories as staff read stories with enthusiasm and excitement. They move closer to the book as the story goes on so that they can see all the pictures in the book. This supports children to develop positive attitudes towards themselves as readers and writers before they start at school.
- Staff incorporate early mathematics into the daily routines. Children have opportunities to practise their counting skills, as well as to become confident with their colours and shapes. Staff ask questions to find out what children already know. However, at times, they ask too many closed questions which do not encourage children to think about their answers beyond a single word. This does not support children to speak in longer sentences or to take time to fully consider what they want to say.
- Staff support children's physical development throughout the day. Children have the chance to practise a range of skills in the nursery garden every day. For example, they develop their fine motor skills by using tools to tighten nuts and bolts in a tray. Children are good at solving problems. For example, when children get their bicycle stuck in a corner, they persevere to manage a three-point turn, eventually releasing it so they can move freely back on their journey.

- Overall, staff respond well to children's early talking. They encourage children to engage in a two-way flow of conversation. Staff provide space for children who need to sleep after lunch. However, they do not always organise this space to allow children who do not wish to sleep to play without interrupting children who are sleeping.
- Parents are happy with the care and education provided at the nursery. They notice the things their child can do because they attend, particularly with their speech and vocabulary. Parents comment that they value the gradual transition as their children move through the nursery. They feel staff and leaders are approachable and know who their child's key person is and have regular contact with them.
- Leaders are closely involved in the running of the nursery. Staff report they are happy working in the nursery. They benefit from a range of training and leaders provide opportunities for them to meet socially. Leaders make sure that supervision meetings take place every three months. They encourage staff to talk about what is happening in their lives and their future hopes and aspirations.

## Safeguarding

The arrangements for safeguarding are effective.

Systems are in place to ensure that staff can easily access information relating to keeping children safe. Staff attend regular training and can describe the signs which might indicate a child is at risk. They know the procedures to follow should they have a concern. Staff are aware of a range of safeguarding issues and the importance of being alert to these. Leaders carry out appropriate checks to ensure that staff are safe to work with children. All staff have appropriate first-aid qualifications. They complete daily risk assessments to ensure that all spaces used by children are free from risk.

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

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

- use more effective questions to allow children time to think about their answers and not feel rushed in replying
- review children's sleep arrangements to ensure that there is space for children who are not sleeping to continue playing and learning.

## Setting details

<b>Unique reference number</b>	EY300788
<b>Local authority</b>	Newham
<b>Inspection number</b>	10311392
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	58
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Chestnut Nursery Schools Limited
<b>Registered person unique reference number</b>	RP520854
<b>Telephone number</b>	0208 503 0394
<b>Date of previous inspection</b>	11 October 2018

## Information about this early years setting

Chestnut@Earlham Grove registered in 2005 and is located in the London Borough of Newham. The nursery is open for 51 weeks of the year, from 8am to 6.30pm, Monday to Friday. It receives funding to provide early education for children aged two, three and four years. The nursery employs 12 members of staff. Of these, one member of staff is qualified at level 6 and 10 staff are qualified at level 2 or 3.

## Information about this inspection

### Inspector

Kathryn Irvine

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection and the inspector 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 manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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