

# Inspection of Chestnuts childcare

49 Byron street, Shirebrook, Mansfield NG20 8PJ

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Inspection date: 19 December 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	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a secure and welcoming environment where children are happy and develop strong relationships. Children learn to share resources and delight in playing with their friends. Staff encourage children to consider and express their feelings and emotions. For example, when older children enter the nursery in the morning they self-register by placing their name in an 'emotion basket'. This gives children an opportunity to reflect on how they are feeling that day and to discuss this with their key person.

Children learn a range of physical skills while at the nursery. They enjoy using the large play equipment outside to practise key skills, such as climbing and balancing. Staff plan stimulating activities that support children in developing their hand movements and coordination. For example, children learn how to knead play dough as they squeeze and press it into different shapes.

Staff support all children to make good progress, including children with special education needs and/or disabilities (SEND). Staff give focused attention to developing children's language skills. Children enthusiastically join in during singing and rhyme time. Staff ensure children have ample opportunity to listen to and read stories. Children listen carefully to familiar and well-loved stories. They ask questions and talk about the characters and pictures. At mealtimes children enjoy engaging in conversation and discuss events at home. This helps children to develop confidence when speaking.

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

- The staff team work hard to implement and embed an ambitious curriculum that supports children's development in all areas of learning. Staff plan clear targets for children to work towards. Activities are meaningful and based on children's interests and what they already know and can do. This means children are prepared for the next stage in their learning. The curriculum is carefully sequenced and when children reach the pre-school room staff give appropriate attention to developing the skills children will need for school.
- Staff skilfully introduce new vocabulary during activities and conversations. For example, when discussing vegetables during lunchtime, staff talk to children about an allotment and what it is used for. Children show interest and ask questions to learn more. Children learn to use basic sign language to support their communication development. They demonstrate their understanding of the signs for common words, such as please and thank you, by confidently using them when talking to adults.
- Children with SEND and children who speak English as an additional language are given focused support throughout their time at the nursery. Through regular

and ongoing observations and tracking, staff recognise when children show a delay in their development and seek advice from the setting's special educational needs and disabilities coordinator (SENDCo). Together the SENDCo and key person plan appropriate targets for each child to support their continuous development. This helps all children to make good progress.

- Staff are good role models and overall have high expectations for children's behaviour. Children learn to be respectful and respond positively when staff interact with them and join in their games. Staff sensitively guide children to play cooperatively with each other. That said, occasionally staff lack consistency when giving children explanations to help them understand why their behaviour is not appropriate.
- Staff undertake regular training events to support their ongoing professional development. They are supported through regular supervision and appraisal meetings. This helps managers to assess the team's continuous professional development and ensure that staff are skilled, knowledgeable and able to support children's learning effectively. All staff are highly committed to supporting all children and families to achieve the best outcomes.
- Parents comment that children love attending nursery, and have fun with their friends. They praise staff for their hard work in helping children to come on 'in leaps and bounds'. Parents report that they feel reassured that children are cared for in a safe and secure environment.
- Staff interact well with children and support their development during snack times and mealtimes. Older children display good independence skills as they serve their own meals and pour drinks. Babies respond with excitement at lunchtime when staff sit alongside them at the table, encouraging their early communication skills and giving support when needed. However, snack times are not always organised effectively to encourage babies to fully engage with staff and one another.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and know how to protect children from harm. They regularly refresh their awareness through online training courses and have a good understanding of wider safeguarding concerns. They are vigilant to signs that may indicate that a child may be at risk of harm. They know how to report any concerns to ensure children are protected. Staff are confident about the procedures they would follow in the event they had concerns about another member of staff. Clear information about safeguarding procedures and relevant contact details are displayed within the setting for staff to refer to if needed.

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

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

- help staff to develop a consistent approach to supporting behaviour, so that children understand what is expected of them and why
- review the organisation of some group activities in the baby room, such as snack time, to ensure all children are engaged and gain the most from the learning opportunities provided.

## Setting details

<b>Unique reference number</b>	2689339
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10320407
<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 13
<b>Total number of places</b>	66
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Scott, Christine
<b>Registered person unique reference number</b>	2689340
<b>Telephone number</b>	01623743088
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnuts Childcare registered in 2022 and is based in Shirebrook, near Mansfield. The nursery opens Monday to Friday, all year round, apart from three days over the Christmas period. Sessions are from 5am until 7pm. The nursery employs 16 members of childcare staff. The owner is qualified to level 5 and the manager and three members of staff are qualified to level 4. Other staff members hold appropriate early years qualifications at level 2 and above. The nursery provides places for children in receipt of early education funding.

## Information about this inspection

**Inspector**  
Kate Scheel

## Inspection activities

- This was the first routine inspection the provider 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of two activities with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager spoke to the inspector about how they support children with SEND.
- 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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