

Inspection of Chestnuts Quedgeley Ltd

139 Bristol Road, Quedgeley, Gloucester GL2 4PQ

Inspection date: 30 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed into the homely nursery by the familiar team of staff, who build secure relationships with them. The children are happy to attend and eager to explore the range of inviting activities on offer. Children access a well-planned curriculum that supports them to build secure foundations for future learning.

Staff provide children with a calm and well-organised learning environment inspired by their interests. Babies receive reassurance from caring staff as they explore the resources around them. Staff support them to develop their core strength by planning regular opportunities for tummy time. They encourage babies to wriggle forward by gently moving objects further from their reach.

Children benefit from fresh air and exercise as staff plan learning experiences outdoors. They learn about the world as staff talk about the changes to the weather. Older children engage in group discussions about the types of clothes needed for outdoor play. They develop independence as they collect their coats and have a go at putting these on themselves. Children behave well. Staff give children five minute reminders to prepare them for the end of their play. Young children help to tidy the toys away because staff role model this effectively and set achievable tasks. For example, they ask children to put one piece of chalk away.

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

- Staff have clear intentions for the curriculum in each room. They identify areas of focus and how this supports children on their educational journey. However, staff do not always demonstrate a clear understanding of what they want children to learn during planned activities. Staff focus on supporting children's interests but not on what they want individual children to learn and how this will have a positive impact on their overall learning and development.
- Staff promote children's communication skills effectively. Children display positive attitudes to singing activities and build familiarity with a range of books. However, staff's interactions do not always meet children's developmental needs. For example, at times, staff use overly complicated language when speaking with younger children and do not give older children enough time to think and respond as they ask them questions in quick succession.
- Children with special educational needs and/or disabilities (SEND) are supported to make progress in their learning and development effectively. The special educational needs coordinator (SENCo) works closely in partnership with parents and external agencies to ensure that support is consistent for children. For example, they use visual cues and sign language to support children to develop their communication and language skills.

- Staff successfully promote children's awareness of feelings and emotions. They support them to share how they are feeling and help them with self-regulation. For example, older children say that if a peer feels sad, they might need a cuddle. Staff use stories to promote children's emotional literacy. Children accurately use vocabulary such as 'calm', 'scared' and 'mixed up' as they describe the feelings of different-coloured monsters.
- Staff form strong partnerships with parents. They gather ongoing information about children's interests at home and use this to inform their planning. Staff create learning bags and offer a lending library with a range of resources that parents can borrow. This helps to support and extend children's learning during their time away from the setting.
- Children and staff are valued as unique individuals and are encouraged to share their culture and traditions from home. On induction, information is gathered about additional languages used in the home and any special celebrations so they can be incorporated in the setting's curriculum. Staff recently taught children about Diwali to promote their understanding of diversity and the wider world. Children made samosas and had opportunities to explore colourful patterns displayed at the entrance to the setting.
- Leaders and staff display positive attitudes to continuously improving the setting for children and their families. A strong team is in place, and staff feel supported in their role. Leaders have introduced incentives to promote staff morale and well-being. The manager monitors her team effectively. Staff are encouraged to complete ongoing training to help develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff are able to recognise potential safeguarding concerns and understand the procedures to report these concerns. This includes what to do in the event of concern about a colleague's practice. Leaders follow robust recruitment procedures and carry out regular suitability checks to ensure staff are suitable to work with children. Staff complete regular risk assessments of the premises. They monitor accident forms to identify trends and minimise risks to children.

What does the setting need to do to improve?

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

- support staff to have a clearer understanding of children's specific learning intentions so they can precisely focus their teaching and help children make the best possible progress
- develop the interactions between staff and children further to make sure they are developmentally appropriate and allow children the time to think, respond and share their own ideas.

Setting details

Unique reference number	2652979
Local authority	Gloucestershire
Inspection number	10299923
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	66
Number of children on roll	112
Name of registered person	Chestnuts Quedgeley Ltd
Registered person unique reference number	2652978
Telephone number	01452 724835
Date of previous inspection	Not applicable

Information about this early years setting

Chestnuts Quedgeley Ltd registered in 2021 and is located in Quedgeley, Gloucestershire. It opens from 7.30am to 6pm, Monday to Friday, all year round. The setting employs 29 members of staff. Of these, 19 hold early years qualifications at level 3 or above. The manager holds an early years qualification at level 6. The setting is in receipt of government funding to provide early education for children aged two, three and four years old.

Information about this inspection

Inspector
Holly Smith

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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- A joint observation of a planned group activity was carried out with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed the 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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