

Inspection of Chestnut@Woodgrange

Sebert Road, Forest Gate, LONDON E7 0NJ

Inspection date: 5 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy to come into the nursery and separate from parents confidently when greeted by staff. Staff have high expectations of children's behaviour and have clear routines in place for them. Children demonstrate positive behaviour consistently across all areas of the nursery and appear content. Children are confident speakers and ask for help from staff and peers. Staff are extremely attentive to children's preferences. They apply this knowledge to provide resources and activities that promote children's interest. This helps most children, including those with special educational needs and/or disabilities (SEND) to maintain focus and attention for extended periods of time.

Children enjoy learning about plants and discuss with confidence their prior learning experiences. For example, they reflect on their planting activity and share their knowledge of plants needing water and sunlight to grow. Staff teach children strategies to take turns and share well. For example, they help children to use sand timers when sharing toys. This helps children learn to negotiate well with others and wait for their turn patiently.

Children enjoy exploring new vocabulary and use them in their play. They compare the different sizes of the dinosaurs using comparative language. Staff introduce children to ambitious vocabulary, such as triceratops and stegosaurus. Children also use their sense of touch and use words such as prickly to describe the different textures of dinosaurs.

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

- Staff offer a range of opportunities for children to engage in physically active play, both inside and outdoors. Children enjoy completing obstacle courses and develop good balance. They also use tools with control to cut fruit and vegetables. They develop their physical skills well.
- Communication and language development is central to the nursery's ethos. Staff plan good opportunities to develop children's language by focusing on the 'story of the month'. This encourages children to learn new vocabulary and use them in their play. For example, outside, children complete obstacle courses and use positional language they have been learning from the book.
- Children with SEND are supported well. Staff liaise with external professionals and keep parents informed frequently about their children's progress. They share and implement strategies to maintain a consistent approach to meeting all children's individual needs.
- The quality of education is good. Leaders and staff plan a curriculum that is child focused and supports all children's good development. Staff know their key children well. Overall, they successfully plan for children's learning and help

them to make good progress. However, at times, staff do not plan their interactions with groups of children from different ages effectively. For example, during children's play, they do not always support younger children's full participation to enhance their learning experiences further.

- Staff implement some routines to teach children about managing their own personal needs. For example, they remind children to wash their hands before mealtimes. However, some staff are not consistent with supporting children to develop self-care skills, such as wiping their own nose when needed.
- Parents speak highly about the communication staff maintain with them regarding their child's learning and development. They are complimentary of the thorough induction process in place that helps their children to settle into nursery well. Parents benefit from staff sharing different learning strategies, that they can use at home to support their children's home learning.
- Staff feel well supported by the manager, who implements effective supervision and training opportunities to support their professional development. She addresses any concerns staff may have individually and provides mentoring and coaching to help develop their practice.
- Staff provide good opportunities for children to learn about diversity. They celebrate individual children's beliefs and festivals to help them learn about each other's similarities and differences and value others. Parents compliment the nursery's inclusive approach in teaching children about different cultures and faiths.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's interactions during group activities, particularly for younger children, to fully involve all children in the learning experiences being offered
- extend the opportunities given to children to manage their own personal needs, to further support their self-care skills.

Setting details

Unique reference number	EY359395
Local authority	Newham
Inspection number	10307927
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	45
Name of registered person	Chestnut Nursery Schools Limited
Registered person unique reference number	RP520854
Telephone number	02085558119
Date of previous inspection	28 March 2018

Information about this early years setting

Chestnut@Woodgrange registered in 2007. The nursery is open every weekday from 8am to 6.30pm for most of the year and incorporates out-of-school care and a holiday playscheme for children attending the adjoining infant school. The nursery employs 10 staff to work with the children. Of these, three hold a relevant childcare qualification to level 2 and four hold a relevant childcare qualification to level 3. The manager holds early years professional status.

Information about this inspection

Inspector

Honufa Begum

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.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector observed the interactions between staff and children and spoke with children when appropriate.
- The inspector considered the views of staff and parents during the inspection.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.

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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