

# Chestnut Nursery Schools @ Sue Bramley Children's Centre

Inspection report for early years provision

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| <b>Unique reference number</b> | EY429067  |
| <b>Inspection date</b>         | 18/11/2011  |
| <b>Inspector</b>               | Caroline Preston  |
| <b>Setting address</b>         | Sue Bramley Childrens Centre, Bastable Avenue, BARKING,<br>Essex, IG1 1 OLG |
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| <b>Type of setting</b>         | Childcare - Non-Domestic  |

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## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Chestnut Nursery Schools @ Sue Bramley Children's Centre opened in 2011. It is operated by a private company; Chestnut Nursery School (Newham) Ltd. The nursery operates from purpose built premises on the Thames View Residential Estate and within the site of Thames View Infant School, in the London Borough of Barking and Dagenham. There is an enclosed outdoor play area. The nursery serves the local community and is open each weekday from 8am to 6pm all year round. The nursery is registered on the Early Years Register and the compulsory parts of the Childcare Register. A maximum of 52 children may attend the nursery at any one time. There are currently 38 children aged from under two to five years on roll. There are ten members of staff, all of whom hold early years qualifications to at least level 2. The nursery provides funded early years education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children take part in and learn from many exciting play experiences. However language used by staff does not fully challenge children's thinking. Children are safeguarded because of effective procedures. Partnerships with others and parents help meet the needs of children. Continuous improvement is achieved by evaluating practice and documentation.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- introduce language that enables children to talk about their experiences in greater depth and detail.

## The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures help to keep children safe from harm. Staff understand what procedures to follow if concerns are raised. Risk assessments are well developed to prevent any hazards to children. The environment is safe and secure and all relevant documentation is in place. This supports children's well-being and safety. Staff are supported to progress and develop their childcare knowledge and practice. Their learning needs are reflected on during regular supervisions. This helps to embed ambition and drive improvement. This means children are cared for by competent adults.

Resources are stimulating and help children to learn and develop. Children play with toys that are safe and age-and-stage appropriate. Children access toys easily in all three playrooms. This means children self-select and make their own choices during play. Equality and diversity is promoted well as each child's individual needs are met. Children are supported by enthusiastic, knowledgeable staff. They have thorough understanding of each child's backgrounds. Strong commitment to partnerships with other professionals supports children's well-being and achievements. Consistent, accurate communication with others helps meet the needs of children. Supportive relationships with parents, helps children to feel secure. Parents are invited to offer feedback about the service through regular questionnaires and meetings. Detailed self-evaluation means weaknesses are addressed. This fosters positive improvement in the nursery and helps children to learn.

## **The quality and standards of the early years provision and outcomes for children**

Staff have an effective understanding of how children learn. They provide resources and learning experiences to support each child's individual needs. Observations and assessments show how children progress. Interaction with children engages children and helps them learn. However conversations with children do not always fully challenge them to learn to their full potential.

Children are excited and motivated to learn. They move freely between the indoor and outside play space. They develop social and emotional skills interacting with each other and staff. Children celebrate Children in Need Day by dressing up in nightwear. They sustain listening as they discuss what they are wearing, developing conversation skills. Children mould sand outdoors, learning about shape, size and weight. They develop knowledge and understanding of the world through play resources. These are reflective of the wider world and of them. This means they develop positive attitudes towards people who are different from them. Children move with confidence and co-ordination as they walk along the many tyres in the garden. They climb with skill and show awareness of space as they ride wheeled toys. They create with paint mixing various colours and explore texture and shape.

Children develop a sense of belonging to the setting and feel safe. They understand how to keep safe as they move between the playrooms and garden. Children use large outdoor play resources safely. This means they are confident taking small but safe risks as they play. Good quality interaction between staff and babies help young children to feel secure. A well resourced outdoor play space supports children to understand the importance of exercise. They take part in many physical games and play throughout the day. Meals are healthy and nutritious, which means children learn about a healthy lifestyle. Children adopt good personal hygiene routines. They learn to wash their hands after using the bathroom to prevent the spread of germs.

Children behave well and show respect for each other. They share and take turns in the garden and older children help younger ones. This means children are confident and develop self-esteem during everyday routines. Children develop skills for the future as they take part in role play. Young children enjoy pretend feeding dolls and cuddle and dress them. This shows they understand that babies need care and affection.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met