

# Chestnut Nursery Schools Ltd

Chesterton Primary School, Green End Road, CHESTERTON, CB4 1RW

## Inspection date

Previous inspection date

27/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Quality teaching provides children with a secure base that supports their learning and development.
- Children are kept safe within the nursery through a secure environment and an in depth understanding from the staff about how to keep children protected.
- Excellent partnerships with parents and external agencies have been developed. This allows the nursery to plan transition arrangements very skilfully and means children are well-prepared for the next stages in their learning.
- Leadership of the nursery is strong and supports staff to maintain their professional development increasing the quality of the overall experience for children and their families.
- Staff plan for children's individual needs and interests, this means children are consistently engaged in their learning.

### It is not yet outstanding because

- Occasionally adult interactions do not maximise potential learning opportunities for children, for example, the use of open questioning to fully extend children's learning has not to date been fully developed.
- The already good outdoor environment, has not yet been fully developed to optimise children's learning. For example, opportunities for children to engage with natural resources are occasionally limited.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities within each room of the nursery and the outdoor play areas.
- The inspector conducted a joint observation with the manager.  
Assessment records, planning documents, policies, qualifications of the staff and their suitability was checked. Safeguarding policies and procedures were also scrutinised.
- Discussions were held with parents, staff and children and a meeting with the manager was held.

**Inspector**  
Ben Hartley

## Full report

### Information about the setting

Chestnut Nursery Schools Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Chesterton area of Cambridge. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery currently employs eleven members of child care staff, nine of these hold appropriate early years qualifications. One member of staff holds a level six qualification in early years, the manager is also working towards her level six qualification. The nursery operates Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with English as an additional language.

### What the setting needs to do to improve further

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

- maximise the use of adult interactions in order to fully promote children's learning, for example, ask children more open questions in order to completely extend their learning
  
- increase the frequency of opportunities for children to engage with the natural environment in the outdoor area in order to maximise the learning opportunities offered.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The overall quality of teaching within the nursery is good, with some quality interactions taking place between the staff and children. Staff question the children effectively in order to build upon their knowledge. However, the use of open questioning to maximise children's learning has not yet been fully developed. Consequently, opportunities for children to develop their knowledge and ideas further are occasionally limited. Children enjoy the opportunities offered to follow their own interests and engage in a wide variety of activities. For example, the environment is planned for children's individual interests and this means they are consistently engaged with activities that interest them and promote their development. The nursery staff also undertake regular assessments and utilise the information gathered in order to plan and provide individualised learning opportunities. Children with English as an additional language are skilfully supported by the nursery, accordingly they are beginning to acquire good use of language. For example, the nursery staff utilise the child's home language by having word sheets to use key

phrases and also ask parents for songs and rhymes. As a result of this quality teaching, all children, including those with English as an additional language, are making good progress across all areas of learning. There is a wide ranging curriculum that offers children a range of learning opportunities.

The nursery staff take positive measures to increase children's readiness for school. For example, they have set up regular opportunities for the children to spend time with the reception class and teacher. They have gained detailed information about the teacher's expectations upon them entering the classroom and have therefore tailored activities to help promote these areas of development. The variety of activities ensures that children's interest is sustained and garners their attention. Children, including babies, enjoy opportunities to engage with ICT equipment. Staff also use stories to support children's learning and as a result, children are interested in them. For example, during a group activity a member of staff gets the children to perform the actions in the book. This supports children's interest and means they were taking an active part in their learning. Children also playing with a range of creative resources, including, sand, water, dough, paint, shaving foam and spaghetti. Many of these resources are utilised in the outdoor environment and this allows children to explore more fully on a larger scale. The nursery staff also take positive measures to increase children's independence, for example, children are encouraged to hang up their own coat on an individual peg and serve their own lunch. This supports children in their use of tools and equipment. Children demonstrate an eagerness to learn and further their understanding by persisting with activities.

Parents were positive about the relationships that have been developed with the nursery staff. They comment on the warmth of the welcome they receive by the staff and on the communication they receive that allows them to be an active part of their child's learning. The nursery have regular parents' evenings in order to share relevant information with parents. They use flexibility to ensure that all parents have access and time to share their child's learning, if they cannot attend the evening.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled within the nursery and they enjoy the calm, well-planned environment. There is a wide range of resources and activities for the children to enjoy. Children have formed secure attachments with the friendly and caring staff, particularly in the baby room. An effective key person system helps to facilitate this, and allows children and their families to develop meaningful relationships that support children in their learning. This contributes positivity to children's emotional well-being. Additional experiences are also organised in order to extend children's learning further. Staff are deployed effectively to allow children to freely explore the environment. For example, staff follow children both inside and outside to ensure that they are well supervised at all times. The nursery also allow children to take manageable risks, for example, they have developed an area in the outdoor environment for children to build and climb using a variety of resources. The nursery staff place a high emphasis on ensuring children to take risks in order to further their development in this area. However, the use of the outdoor environment has not yet been maximised to utilise all learning opportunities, for example,

opportunities for children to engage with natural resources are occasionally limited.

The nursery takes positive measures to teach children about maintaining healthy lifestyles and provide additional opportunities for them to engage in physical activity on a daily basis. The nursery place a high emphasis on the importance of food and cater for specific dietary requirements skilfully. The environment is safe, secure and well maintained, consequently, children are kept safe. Risk assessments and policies that are closely understood and adhered to by all the staff enhance children's safety further. Staff also demonstrate a good understanding of the importance of safeguarding children and make it a very high priority within the nursery. For example, staff have attended safeguarding training in order to keep their understanding as up-to-date as possible.

Children within the nursery make positive behaviour choices and this is supported well by the staff who use consistent strategies. An effective behaviour management policy supports staff in delivering these strategies. The staff demonstrate a secure knowledge of the children within their care and this allows care routines to be tailored to each child's individual needs. The environment is also well planned in order to provide children with the space and privacy required for sleeping and toileting. For example, there are separate areas designated for children's sleep. This gives them a calm environment away from other children to sleep in comfort and also enables the nursery to cater for individual needs and routines. There are large windows that allow staff to monitor and supervise the children.

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

The nursery is managed effectively and appropriate measures and systems have been put into place quickly and as a result the nursery is providing a good quality service to children and families soon after opening. The manager splits her time appropriately and according to the needs of the nursery on any given day, which means she is in touch with the specific needs of the nursery and has been able to identify some key strengths and areas for development within the staff team. This has enabled the manager to put measures in place quickly to continually develop the provision. A high importance is placed on safeguarding and robust procedures are in place to support staff in keeping children protected. The nursery has thorough and robust procedures in place to recruit staff safely. For example, references are taken prior to staff starting work at the nursery and relevant checks to ensure their suitability are also undertaken. The manager communicates well with the staff and this ensures there is an ongoing continuity of her expectations for the care provided within the nursery.

The nursery staff team are continually reviewing their practice and are taking consistent measures to improve provision. For example, the manager undertakes regular observations and reviews with staff to ensure that they are consistently striving to improve their practice. Within this process, the manager also identifies any training needs the individual may have to support them to improve and develop their practice further. This shows the commitment the staff team has to develop themselves and the nursery. This is also evident through the ongoing improvements in already good qualifications that staff

are undertaking. For example, the manager is currently undertaking her level six qualification and other staff are also striving towards improving their own qualifications with the support of the manager. This includes a member of staff completing qualifications on forest schools. The high level of staff qualifications and commitment to ongoing professional development have a positive effect on the quality of teaching. The manager monitors the educational programme; this ensures that she is able to ensure that the children have a wide range of experiences.

Good partnerships with parents have been developed and this helps the nursery meet children's and families individual needs. For example, the nursery allow parents to apply their funding in a flexible manner to suit their requirements. Parents also comment positively on the daily communication that enables them to share both care and learning information. Partnerships with outside agencies have also been developed. For example, the advisory teacher has been in regular contact with the nursery and the staff team have acted on their advice in order to improve the quality of provision. Links with the on-site school have also been developed and this allows the nursery to share learning opportunities and experiences. For example, the learning bus recently attended the school and the nursery were invited to share the opportunity. As a result, children have secure continuity in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY467388
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	934609
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Chestnut Nursery Schools Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07515170491

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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