

# Chestnut@Halbutt Street

202a, Halbutt Street, Dagenham, RM9 5AA



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 15 January 2018 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- The manager effectively evaluates the provision to help improve teaching practice. For example, the extensive management team works closely with other professionals to target progress across the setting and address any weaknesses.
- Children with special educational needs, and those who need extra support, catch up quickly and make good progress. The manager and staff review children's progress to help identify and close any gaps in their learning, and they work well with external agencies to support children.
- Staff establish effective working relationships with parents to help meet the needs of the children. For example, staff share children's progress and their plans for future learning.
- Staff are welcoming and caring towards children. Children are confident and independent. They are eager to attend and motivated to learn.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to challenge older children's understanding of problem solving, to help them become confident and capable mathematical learners.
- At times, staff do not recognise when it is best to take a step back and encourage children to initiate and develop their own play, to help them learn from one other.

## What the setting needs to do to improve further

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

- help staff to extend older children's mathematical understanding even further
- support staff to recognise when children can capably lead their own play.

### Inspection activities

- The inspector talked with parents, the manager, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector held discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to identify any concerns about a child's welfare, and identify extreme views and behaviours. The manager understands the importance of working with child protection agencies and of informing Ofsted of any significant events. She follows safer recruitment procedures and checks the ongoing suitability of staff to ensure that they fulfil the requirements of their roles. Staff supervise children well and do not expose them to any risks, to help ensure their safety. Staff manage any accidents effectively and most staff are first aid trained, to support children's well-being. The manager encourages staff to develop their professional practice to help improve their teaching. For example, they attend regular training courses and supervision meetings.

### Quality of teaching, learning and assessment is good

Staff complete detailed observations and assessments of children's development stages, to help them plan for children's next steps in learning. Staff support children's physical development well. For example, children use their whole body confidently as they balance, coordinate their movements, climb, run and jump. Staff encourage children's social and emotional development effectively. For instance, young babies laugh and gurgle and use facial expressions and eye contact to express their joy. Older children establish positive and rewarding relationships with adults and each other. Staff help develop children's language and literacy skills well. For instance, all children communicate well to express themselves, and enjoy talking about books and listening to stories.

### Personal development, behaviour and welfare are good

Staff support children's understanding of behaviour boundaries. For instance, children share and take turns and are well behaved. Children learn about the wider community, to help support their awareness of diversity. For example, they have established links with the local nursing home for the elderly, and have written to the residents and are planning a visit. Staff provide children with nutritious food to encourage their understanding of healthy lifestyles. Children take part in routines that enable them to look after themselves. For instance, hand washing, toileting and putting their coats and aprons on.

### Outcomes for children are good

Children are ready for the next stage in their learning, including school. Children who speak English as an additional language gain the skills they need to communicate effectively. Children enjoy making marks and recognising and writing familiar letters, including the letters in their name. Young babies, explore and experiment with different sensory materials. For example, they squeeze and feel ice, flour, sand and water.

## Setting details

|  |                                  |
|--|----------------------------------|
| <b>Unique reference number</b>                   | EY491167                         |
| <b>Local authority</b>                           | Barking & Dagenham               |
| <b>Inspection number</b>                         | 1021832                          |
| <b>Type of provision</b>                         | Full-time provision              |
| <b>Day care type</b>                             | Childcare - Non-Domestic         |
| <b>Registers</b>                                 | Early Years Register             |
| <b>Age range of children</b>                     | 0 - 4                            |
| <b>Total number of places</b>                    | 69                               |
| <b>Number of children on roll</b>                | 121                              |
| <b>Name of registered person</b>                 | Chestnut Nursery Schools Limited |
| <b>Registered person unique reference number</b> | RP520854                         |
| <b>Date of previous inspection</b>               | Not applicable                   |
| <b>Telephone number</b>                          | 02085953705                      |

Chestnut@Halbutt Street opened in 2015. It operates in Dagenham in the London Borough of Barking and Dagenham. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The provider employs 11 staff. Of these, seven hold relevant qualifications at level 3, and two hold level 2. The nursery provides free funded early education for children aged two, three and four years.

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