

# Inspection of Chestnuts Corner

124 Colne Rd, Twickenham TW2 6QS

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Inspection date: 2 August 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the setting door and are welcomed by staff with a smile and a cuddle. This helps children to be happy, settled and ready for the activities of the day. Children quickly explore the environment and join in some fun activities with their peers. Every child has a key person who offers them support and meets their needs to help them to thrive at nursery. Staff are successful in supporting babies' home routines. For example, they follow babies' nap routines to provide consistency. Staff understand children's needs. They adopt a nurturing approach and respond well to children. For example, staff know when their key children need a nap and follow babies' cues. Children have strong bonds with all staff. This helps them to feel comfortable and reassured when needed. Parents are aware of their children's key person and acknowledge the strong attachments which their children have with them.

Children have a range of activities and resources to choose from. Staff use group times to talk about the routine for the day and plan plenty of singing and story times. Children can select their own resources and are supported in their choices. They go on daily walks, have access to outside environments and go between a shared garden and a park. Children build their physical development as they eagerly explore the natural environment supported by staff. For example, staff provide climbing blocks to build children's muscles for walking.

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

- Children benefit from a language-rich environment. Staff consistently engage children in conversations, extending their sentences and building on new vocabulary. Babies babble back and forth with their key persons, who promote their early language development.
- Staff engage in children's play. They encourage them to participate and try new things. For example, children explore a mashed potato activity, using a range of tools to support their physical development. As children play, staff build in mathematical concepts, such as 'long' and 'round'.
- Leaders and managers have a clear vision for the setting and plan to make improvements. For example, leaders and managers have plans to enhance their outdoor environment for children.
- Managers support staff through supervision sessions. They allow staff to personalise their training to suit their interests. Managers place a high focus on the personal development of their staff team.
- Children have access to different learning opportunities through a range of resources and activities, such as a large built-in sandpit inside. Overall, staff help children to develop their independence. For example, children choose their own activities and initiate their play. However, there are some limitations on

occasions. For example, staff do not think about what they want two-year-old children to learn when children choose their own play. This means that children's learning is not consistently extended.

- Staff offer children healthy meals and a balanced diet. They support children at mealtimes. However, staff could develop children's independence further. For example, encouraging older children to move from the bottles to cups and promoting their independence around mealtimes.
- Parents say that their children are happy and content at the nursery. They appreciate the strong bonds which their children have with staff. Parents feel that staff act swiftly on any advice given to improve the setting or to support individual children. For example, staff support children's changes in routine at home within the setting.
- Staff say that they feel supported and value their daily meetings. This helps them to provide consistent care for children.
- Staff role model appropriate behaviours and attitudes. They promote an inclusive environment. For example, during group times, they support children's development using songs and musical instruments.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and managers have a good understanding about safeguarding and their responsibilities. Leaders provide staff with training so that they have the appropriate level of understanding and a good insight into child protection. Staff are clear about the procedures following a referral or any concerns they have about ensuring children's safety. Staff demonstrate a good knowledge of safeguarding and radicalisation. They are aware of the signs and symptoms of abuse and neglect and know what to do if a child is suffering from harm.

## **What does the setting need to do to improve?**

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

- improve knowledge of assessment for two-year-olds ensuring that all children's next steps in learning are clearly identified
- offer children further opportunities to develop their independence by consistently allowing them to carry out more tasks for themselves.

## Setting details

<b>Unique reference number</b>	2578647
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10239414
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	14
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Chestnuts Childcare & Training Limited
<b>Registered person unique reference number</b>	RP532532
<b>Telephone number</b>	07799400041
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chestnuts Corner registered in 2020 and is located in Twickenham. The nursery provides care for children aged from birth to three years. It operates all year round, from 7.30am to 6pm, Monday to Friday. There are seven members of staff, all of whom hold relevant qualifications ranging from level 2 to level 4.

## Information about this inspection

### Inspector

Tania Poulton

## 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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