

Inspection of Chestnuts Nursery Tw1

22 Strafford Road, Twickenham, Middlesex TW1 3AE

Inspection date: 30 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy as they arrive at the nursery. Staff know the children well and work hard at building strong bonds with each child. This helps children feel safe and secure at the nursery. Staff have high expectations for children. They use information gathered from parents to plan a stimulating environment, where children enjoy exploring activities and play equipment. For example, children choose from a range of natural wooden resources, sensory equipment and art and craft activities.

Staff support children to become independent through simple care routines. Children confidently make decisions and ask staff for guidance when needed. For example, staff help children to wash their hands before meals and after playing in the garden. Children are provided with water and fruit which is available to them throughout the day. Children learn to make healthy choices at snack and mealtimes with adult support. They understand the importance of fresh vegetables and fruit and where it comes from.

During the COVID-19 (coronavirus) pandemic, the nursery continued to support parents. For example, parents were encouraged to access online nursery meetings and staff shared ideas and activities with parents for children to play at home.

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

- Leaders and managers have developed an ambitious curriculum that interests and challenges the children. They have a strong knowledge of the children's learning needs. The team plan activities and themes carefully, based on the children's interests. For example, children learn about people who help us, road safety, recycling, and the life cycle of a frog. Activities and resources available are interesting and encourage children to learn and explore. Children with different abilities are supported so that they make progress in their learning.
- Managers and leaders carry out regular staff observation and meet individually with staff to help progress and improve their practice. Staff who have less experience are supported by more senior staff. They receive regular training to ensure they have up-to-date knowledge.
- Staff support children to play with each other and take part in games. This helps the children to value each other and make the necessary progress in playing together and learning after returning from lockdown. Children concentrate well when taking part in activities. For example, they enjoy spending time creating ice-cream cones. Children proudly point out their creative work, that is displayed on the walls of each of the rooms.
- Children have access to the outdoor play area throughout the day. They are encouraged to take risks safely by using the stairs and climbing the wooden logs

outside. This helps the children to build their balance and learn how to use their bodies safely. They enjoy using their imagination through role play. For example, playing in the play shop and using the mud kitchen. The children enjoy opportunities to take part in various cooking activities. This supports their mathematical skills as they learn to measure, mix, and count.

- Children learn about the importance of oral health and can brush their teeth if they choose to. Staff use positive language with children. For example, they offer gentle reminders to walk inside, use kind hands and remind them that they are all winners. Parent partnerships are strong. The nursery shares with parents how to support positive behaviour. As a result, parents and staff use the same positive methods to manage behaviour at the nursery, as well as at home.
- Parents speak highly of the nursery and can see the progress that their child is making. However, not all parents know who their child's key person is. Further development of the key-person role is required to offer a settled relationship for the child in the absence of their parents and for the key person to build a relationship with the child's parents. This will further support that children's care is tailored to meet their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow a robust recruitment process to ensure staff are suitable to work with children. Staff receive appropriate induction and training and are deployed well to ensure children are supervised throughout the day. Staff complete daily health and safety risk assessments to ensure that the environment is safe for children. Children are familiar with what to do in an emergency, as the nursery completes routine fire drills. Staff can identify the signs and symptoms of possible child abuse. They have a good understanding of more complex safeguarding issues. This reduces risk to children and promotes their safety.

What does the setting need to do to improve?

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

- provide an effective key-person system to ensure every child has a designated key person.

Setting details

Unique reference number	EY562241
Local authority	Richmond Upon Thames
Inspection number	10194308
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	47
Name of registered person	Chestnuts Childcare & Training Limited
Registered person unique reference number	RP532532
Telephone number	02088920011
Date of previous inspection	Not applicable

Information about this early years setting

Chestnuts Nursery Tw1 registered in 2018. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 5. The nursery opens from Monday to Friday from 8am to 6pm all year around. The nursery provides services during schools holidays for older children. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angelica De Assis

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The staff and the children spoke to the inspector at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to parents during the inspection and took account of their views.
- The children and staff interactions were observed during activities indoors and outdoors.

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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