

# Inspection of Chestnut House Kindergarten

45 Mill Road, Mile End, Colchester, Essex CO4 5LE

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Inspection date: 28 May 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at the nursery. Staff form supportive relationships with children and their families right from the start. This means that all children settle quickly and form secure and loving bonds with staff. Children become confident communicators. Staff tailor their interactions to enable children to develop high levels of language and communication skills. Babies learn to babble, say new words and make animal sounds. Children excitedly experience a range of activities to support their physical development. They enjoy active games, for instance with a parachute and 'Duck, Duck, Goose'. Children learn to climb, balance and ride bikes. Staff show that they enjoy the children's company. Children delight in staff's interactions with them. Staff laugh with the children and join in their superhero role play. Staff act out characters such as Wonder Woman.

Children learn to lead their own learning. Staff provide a wide range of resources. This enables children to think critically, solve problems and estimate outcomes. Children learn about nature and the world around them. They learn to care for animals and each other. Children enjoy planting vegetables and watering them. They learn about the environment that the plants need to grow. Children help to dig holes for the plants. Their ideas for new garden areas are valued and implemented by staff. Staff are good role models. Children learn good manners and are kind to each other. Staff support children's confidence and self-esteem. Children proudly talk about their show-and-tell items. Children are well prepared for the transition to school.

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

- Leaders have an excellent understanding of how children learn and develop. They truly care about the children and their families and how they can best support them. Leaders carefully look at what support children may need and provide tailored care and learning for them at nursery. Consequently, all children make good progress.
- Partnerships with parents have a positive impact on learning. Staff form close relationships with families. This means that children receive tailored care that supports their development and keeps them safe. Leaders implement a range of strategies to help parents extend their children's learning at home. Parents were recently given nature scavenger hunt cards to use on their walk to nursery. This helped them to fit learning into everyday tasks with their children. Parents speak highly of staff and how much they have supported their children and their families.
- Children's language and communication skills are at the heart of staff practice. The layout of the nursery is given much thought to ensure that children have every opportunity to build early language and social skills. For example, role-play

areas are designed so children can make eye contact with each other and practise communicating.

- Leaders have created a staff team that has a solid understanding of the curriculum and what it is that it wants children to learn. Staff get to know children well and show genuine excitement when planning for children's interests and development. Employed staff are particularly knowledgeable about the children and their interests. Leaders request regular agency staff to provide consistency for the children. However, agency staff are less knowledgeable about the children's needs and the nursery's curriculum. Therefore, children do not always receive the best possible teaching experiences.
- The support for children with special educational needs and/or disabilities is strong. Staff know children well. They help to include them and support their individual needs. Staff work closely with outside professionals to seek the extra guidance that children need to make good progress.
- Staff well-being is a high priority. Leaders take great care to get to know each member of staff. They provide emotional support and supervision. Staff say they are so grateful for the leaders' kindness and for their commitment to them enhancing their professional development.
- Leaders and staff help children and their families to adopt healthy lifestyles. A recent initiative saw a high number of families walking to nursery instead of driving. Staff support children to understand the effect exercise can have on their bodies. They teach them the importance of keeping hydrated. Kitchen staff create a healthy, balanced menu. They carefully consider what foods are low in salt and sugar and include a variety of vegetables in each meal.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review the curriculum training and support for regular agency staff so that children consistently receive the best teaching possible.

## Setting details

<b>Unique reference number</b>	EY301874
<b>Local authority</b>	Essex
<b>Inspection number</b>	10378184
<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 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Chestnut House Kindergarten Limited
<b>Registered person unique reference number</b>	RP907017
<b>Telephone number</b>	01206 838900
<b>Date of previous inspection</b>	25 February 2020

## Information about this early years setting

Chestnut House Kindergarten registered in 2005. The nursery employs 21 members of childcare staff. Of these, 20 hold early years qualifications at level 2 or above, including two at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery offers government funded places for all eligible children.

## Information about this inspection

### Inspector

Daniella Adams

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the nursery with the inspector, in person and through written testimonials.
- 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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