

Inspection of Chessgrove Park Day Nursery Limited

Ditchford Bank Road, Hanbury, nr Bromsgrove, Worcestershire B60 4HS

Inspection date: 16 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children excitedly enter the setting in anticipation of their day. They are warmly greeted by caring and nurturing staff, who know them very well. Children's behaviour is exceptional. They fully understand what is expected of them and show excellent independence from a young age. As a result, children feel safe and secure. Children have a deep level of respect and care for each other and adults. They have excellent manners and remind others when they forget to use theirs. They take turns and help each other in their learning.

Children manage their own hygiene and personal needs. They confidently make choices and decisions about their play. Children form strong friendships and care about each other. They use their superb language skills to share ideas while working together to complete their chosen challenges, such as building a large scale marble run with balls, pipes and frames. Through skilful questioning, staff encourage children to solve problems for themselves. Children continually engage in conversation with staff and their friends while they play.

Children develop detailed knowledge and outstanding skills across all areas of learning. This prepares them exceptionally well for the next stage of their education. Staff continually offer excellent support, and praise good behaviour and achievements. For example, children are rewarded by being the 'chef of the day' and take part in setting up for lunchtime. Staff encourage children to lead their own learning, while staying alert to all opportunities to help children acquire new knowledge.

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

- Staff's interactions with children are of a high quality. Staff give children the time to work things out for themselves and review with children what they have learned. This helps staff to plan clear next steps for development. Children with special educational needs and/or disabilities make steady progress. Staff work closely with other professionals and parents to make sure that they understand children's individual needs and what they can do to help them develop to their full potential.
- Partnership working with parents is excellent. Staff share daily information with parents via an online application and through discussions and conversations. Staff use 'home-to-nursery' boxes to provide support for new children. Parents express their utmost satisfaction with the nursery. They make comments, such as 'Staff go above and beyond to ensure my child is happy.'
- Children develop excellent communication and language skills from a young age. Staff talk to children throughout activities. This leads to conversations and helps to build children's vocabulary. For example, during a clay and water activity,

staff discuss if children can make the clay float. They test out theories around sinking and floating and when staff ask 'Why is the clay sinking?' children respond by saying 'Because the clay is heavy'. Staff are enthusiastic in their readiness to listen to children. As a result, children become effective communicators. They enjoy chatting to staff and visitors.

- Staff are very skilled at playing alongside children and know when to intervene to extend children's learning. They use various effective teaching methods to support the children in their learning. They are always at the children's level and readily available to interact with them. For example, staff kneel down to be close to children while they are playing in a jungle swamp activity. Staff encourage confidence with feeling textures of oats, cocoa, lentils and water. The staff take every opportunity to engage with, and observe the children as they play. They have an excellent understanding of what each child needs to learn next. They understand how children learn and plan activities, which builds on children's experiences, so that they can remember more.
- The management and senior team support the staff with highly effective supervisions. For example, managers have an open door approach for staff to engage in discussions, and two members of staff have been trained in mental health first aid. Staff take complete ownership of their roles and responsibilities. Their professional development is planned with precision and has a true impact on the experiences and progress of children.
- Self-evaluation is of the highest priority. Leaders have worked extremely well since the last inspection to ensure they continue to provide an outstanding service for children and their families. For example, all staff have accessed a range of training opportunities to enhance their professional development and teaching skills, such as attachment theory training in light of the effects that COVID-19 has had on children's social development. This has helped with settling new children in.
- Babies confidently explore the environment as they begin to make sense of their world. They are fascinated by sensory experiences, such as edible dough, bubbles and light boxes. Their social skills are supported to the highest level. This is demonstrated when babies sit together to sing songs and move to the music.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding training is given the highest priority for all staff, according to their role and level of responsibility. Leaders test staff's knowledge regularly. This means that all staff can confidently explain how to identify children who may be at risk. They speedily recall who to contact and how to secure help for such children, either with or without the support of managers. Procedures for the safe recruitment of staff further promote children's safety. Leaders are vigilant in making sure that all staff continue to be suitable for their roles. All staff hold current paediatric first-aid qualifications.

Setting details

Unique reference number	EY333077
Local authority	Worcestershire
Inspection number	10116289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	100
Number of children on roll	197
Name of registered person	Chessgrove Park Day Nursery Limited
Registered person unique reference number	RP910227
Telephone number	01527 821975/821976
Date of previous inspection	5 January 2015

Information about this early years setting

Chessgrove Park Day Nursery registered in 2006 and is situated in the Hanbury area of Worcestershire. The nursery is one of four settings operated by the same company. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 31 members of childcare staff. Of these, 26 hold qualifications at level 2 and above, including two who hold level 5 and two who hold level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrissy Cremin

Inspection activities

- This was the first routine inspection the setting 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 provider.
- The senior managers and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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