

# Cherry Tree Day Nursery & Kidz Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY277070
<b>Inspection date</b>	14 February 2007
<b>Inspector</b>	Susan Andrews
<b>Setting Address</b>	17 Holmwood Drive, New Parks, Leicester, Leicestershire, LE3 9LG
<b>Telephone number</b>	0116 2870092
<b>E-mail</b>	0116 2870092
<b>Registered person</b>	Apple Tree Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cherry Tree Day Nursery and Kidz Club is one of two settings run by the provider. It opened in 2004 and operates from a converted detached property with access to an enclosed outdoor play area. The setting is situated on the edge of the New Parks area of Leicester close to County Hall. A maximum of 58 children may attend the nursery and out of school club at any one time. The setting is open each weekday from 07:15 to 18:00 throughout the year. The Kidz Club provides before and after-school as well as holiday care.

There are currently 78 children on roll. Of these 15 receive funding for nursery education. Children attend from the local community and surrounding areas. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs eight full-time and four part-time staff members. Additional relief staff are also available. Including the registered provider and the manager, ten staff hold appropriate early years qualifications and two staff are working towards these. Additionally, two staff are

working towards a Level 4 qualification. The setting is a member of the National Day Nursery Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm, clean and child-oriented environment. They are able to experience a wide range of activities which contribute to their good health, such as daily exercise, fresh air and by using interesting and challenging toys and equipment that develop their physical skills. Children's personal health and hygiene is promoted well, for example, as they brush their teeth after meal times. They understand the importance of hand-washing after going to the toilet, messy play and before eating, to reduce the risk of cross-infection. Staff are good role models and consistently follow effective health and hygiene procedures during daily routines. For example, they wash their own hands before serving snacks, before cooking activities and they are vigilant in wiping down activity tables with antibacterial sprays before serving food. Children's medical welfare is well promoted, as staff hold relevant first aid qualifications and follow clear procedures regarding the administration of medication. As a result staff are able to positively respond should a child become unwell or have an accident whilst in their care.

Children are well nourished and are provided with a range of healthy meals and snacks which promotes their growth and development. For example, well balanced and nutritious menus are devised and a variety of fresh fruit and vegetables are provided each day. Children have good opportunities to learn about healthy eating because they try new foods and textures as part of themed activities that develop children's understanding of which foods are good for them. Children choose from drinks of milk, water and juice at set times during the day. If they are thirsty at other times, older children help themselves to beakers and drinks from jugs of water. Staff ensure younger children regularly take fluids throughout the day. Staff are vigilant in ensuring children take extra fluids when the weather is hot or after physical exercise, therefore, children remain well hydrated.

Children have good opportunities to enjoy fresh air and exercise as they make use of the enclosed outdoor play area and on walks and outings, to challenge and develop their physical skills. Their balance and co-ordination is developing well and children ably run, jump and play freely. Children have a good sense of space as they competently manoeuvre and change direction when necessary as they move to music, run beneath the parachute or when carefully climbing the stairs. Children play safely and purposefully indoors as they handle a variety of small tools, such as paintbrushes, pencils, scissors and craft materials to develop their fine muscle control and hand and eye co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play safely in a well-organised environment, with clearly defined activity areas. Children benefit from the use of the adjacent outdoor play area which has an impact absorbent safety surface and is safely enclosed. There is sufficient indoor space between each of the activities, so that the children are able to move around comfortably, engaging in quiet and creative activities. Consequently their choice, independence and decision-making skills are promoted. Children have easy access to a varied range of safe and suitable furniture and equipment which is in good condition and checked regularly to reduce any potential hazards. Toys and resources

are plentiful, varied and reflect diversity. They are age-appropriate, provide challenge and therefore, children develop their skills, are stimulated and interested in what is available.

Children's safety is generally well promoted. Suitable care practices and procedures are in place that ensures day-to-day safety is monitored and maintained. However, appropriate arrangements are not always made for the supervision of all children and toddlers who are being bottle-fed, therefore, their welfare is compromised. Children are well protected from the risks of accidental injury, as staff take positive steps to plan for emergencies and to prevent and manage accidents. For example, through the use of daily safety checks and a range of risk assessments which are regularly reviewed. Staff involve children in regular fire drills and explain road safety issues as they go on walks and outings. This helps children develop an awareness of their own personal safety. Effective security practices are in place, which actively contribute to keeping children safe and free from harm. For example, the arrangements for the arrival and departure of children and their parents are extremely well managed as staff effectively make use of the closed circuit television (CCTV) system. Children are never left alone with people who have not been vetted or released to unauthorised adults, therefore, they remain secure within the setting.

A comprehensive written child protection policy is in place which is made readily available to parents, however, this does not make reference to the 'Local Safeguarding Children's Board' guidance. Staff have a good knowledge of child protection issues and reporting procedures and have attended additional training to update their knowledge and skills. They are aware of the signs and symptoms of abuse and fully recognise their duty to protect the children in their care, therefore, children's welfare is safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the setting. They are confident, independent and are developing their self-esteem. They receive lots of support and encouragement from staff, therefore, children feel good about themselves. They are cared for by keen and motivated staff, who know children well and give them lots of individual attention, therefore, children feel secure, welcomed and valued. Children are able to approach staff with ease and form close, trusting relationships as most children belong to a key group. Children ask questions and respond to exciting new challenges by questioning and using their initiative. Children have their needs met, and staff are innovative in engaging children's attention by using first-hand life experiences, for example, the arrival of a new baby in the child's family, to extend their learning and understanding.

Younger children's overall development is supported as staff have a clear understanding of how children learn. Staff are effectively implementing the 'Birth to three matters' framework and they provide a range of stimulating activities and spontaneous experiences to spark children's imagination. Baseline assessments are made to identify children's starting points and methods regarding observation, assessment and planning for children's individual development continue to be developed. Consequently, staff are able to build on what children are interested in, or need to do next to enhance their development.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have clear knowledge of the Foundation Stage. They are aware of how children learn through the stepping stones, what the areas of learning include and provide a range of exciting, innovative and inspiring activities. Effective

strategies for the assessment and planning of the curriculum are fully developed to provide sufficient challenge, focus and purpose to encourage individual children's sustained independent learning. Children are able to fully extend their learning because activities are built on staff's observations of what children need to do next. Staff are enthusiastic and invite children to think and predict for themselves during activities such as story-time and general conversations. Children have good opportunities to self-select toys and equipment, therefore, there is an excellent balance of child-initiated and adult-led activities with staff providing close support and encouragement. Consequently children develop confidence and extend their learning.

Children are confident in large group activities, such as the circle time and happily sing familiar songs. They listen well when staff are speaking and confidently answer any questions. Children are interested in their play and enjoy their time at the setting. They form good relationships with their peers and play well together. For example, when pretending to 'make a cake' and 'taking a doll for a walk' in the role play area. Through effective organisation of resources and time, children have independent access to all activities and can make choices and decisions about their play. Staff generally manage children's behaviour appropriately, so that they begin to understand what is acceptable and how their behaviour affects others. Staff are polite when talking to each other or to the children, they always say 'please' and 'thank you' and expect children to do the same in return. However, mealtimes are not always effectively managed to promote a positive social environment or to encourage older children's independence. Children do not routinely have the opportunity to serve themselves, to make choices about what items or how much food they wish to take. Staff do not always sit with children or partake of the same meal. Therefore, social interaction, lively dialogue or good peer role models are not always fostered during mealtimes and children's behaviour is sometimes adversely affected. Children work co-operatively with each other as they take turns, share and help to tidy away the toys when they hear and recognise the 'tidy-away-time' music, which gives them a sense of responsibility.

Children's mark making skills are fostered with a variety of materials available on a daily basis. For example, children use paintbrushes at the easel, pencils, crayons and trace letters or numbers on the wall displays with their fingers. Children enjoy listening to stories and respond well to questions as they confidently predict what might happen next. They have many opportunities to recognise their name, for example, children select their name cards when they arrive at the beginning of the sessions and include their name on their artwork. Some labels are placed around the play rooms and the good range of books help children to recognise that words and text have meaning.

Children's mathematical development is encouraged on a daily basis. They are able to count confidently from one to 10 and learn to count further. For example, by counting the number of children present at register time and when they form a line and come indoors from outside play. They compare, sort and calculate as they use jigsaw puzzles, sing rhymes and see numbers in their environment. They make comparisons, such as, 'this cake is bigger than that little one'. Children calculate simple addition and subtraction as they sing familiar songs and rhymes. Children enjoy investigating their environment as they learn how things grow and change. For example, through activities such as how a butterfly emerges from a cocoon and they talk extensively to consolidate their learning. Children are encouraged to listen and notice different features of their environment, for example, as they care for the goldfish and a large African snail. Children have good opportunities to develop their information, communication and technology skills as they enjoy using programmable toys and the computer, learning to operate them with skill and precision.

Children develop their physical skills and their creativity through the use of a range of art materials and tools as they paint, crayon, create collage pictures, model with play dough and explore tactile experiences such as sand. Children use their imagination well to express their ideas and feelings in play situations re-enacting familiar life events, for example, as they pretend to 'go shopping'. The setting embraces opportunities to encourage children to value and learn about the wider community and they have access to a range of toys and resources that reflect diversity. This includes the celebration of multicultural festivals, for example, Diwali, Christmas and Chinese New Year. Children explore items of interest such as Chinese lanterns and scrolls, photographs and a 'Happy New Year' sign written in Chinese script. Children sit together captivated as they touch and talk about each item that is displayed. The staff include in the planning, activities that include tasting Chinese food and leaflets are given to parents about Chinese festival celebrations held at the local library. Children begin to understand where they belong and fit into their families, for example, children talk about the recent arrival of a new baby boy in the family. Children develop a sense of time and place as they talk about a child's birthday 'yesterday' and her party 'next weekend'. Children remember and sing familiar songs, they listen to, dance and move to a range of popular and classical music and use musical instruments to help them recognise differing tones and rhythms.

### **Helping children make a positive contribution**

The provision is good.

Children are happy and relaxed in the setting. Staff promote equality of opportunity and ensure children feel a sense of belonging as they are sensitively supported including those with learning difficulties or disabilities. Therefore, children are fully involved, settle well, become more confident, learn and progress. Staff liaise closely with parents and seek advice and guidance from outside agencies so that children feel valued and their needs are met effectively. Children have access to resources, play opportunities and activities which reflect diversity and positively acknowledge differences. For example, through the celebration of multicultural festivals and access to dolls, dressing up clothes, books and puzzles, that are used to help children broaden their understanding of the wider world.

Children's spiritual, moral, social and cultural development is fostered. Children generally behave well in the setting, they happily share their toys, for example, taking turns willingly as they play in the sand. Staff manage children's behaviour effectively in a positive way by listening to them, diverting their attention and praising their achievements. They are skilled in knowing when to become involved in children's negotiations and when to hold back so the children can resolve issues for themselves. They are calm, consistent and sensitive in their approach and give clear explanations to children which helps them feel secure and know what is expected of them. Staff are polite to each other and to the children, always saying, 'please' and 'thank you' and encouraging children to do the same. Consequently, children behave well and harmony and co-operation is promoted. Children's self-esteem is thoroughly promoted by praise and encouragement from staff. Children's artwork is valued and displayed creatively around the play rooms to further enhance children's sense of belonging.

The partnership with parents and carers is good. They speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. They feel consulted and well informed. A full range of the setting's policy and procedural documentation is readily available for parents and carers. A record of complaints is maintained. Staff are frequently taking steps to build positive relationships with parents and carers, sending out newsletters and arranging open evenings. They have access to information about the, 'Birth to three matters' framework and nursery education. Information is shared informally through

ongoing dialogue, daily diaries and is displayed on the parents' notice-boards. Folders of children's work and a profile of children's progress and development regarding the learning outcomes are provided for parents to see upon request. Appropriate information is gathered at the time a child is placed in the setting. Information is constantly reviewed to ensure continuity of care, so that children's care and learning needs are met effectively.

## **Organisation**

The organisation is good.

Children are happy and settled. They are challenged, have fun and effective use is made of space, time and resources to provide a positive environment for children to play and learn. The setting operates a key worker system for most children, so that they receive a good level of support and care from keen and motivated staff. Staff hold various childcare qualifications and are experienced. They continue to develop their knowledge and skills through regular training, for example, first aid, communication, nursery education, drama, dance and child protection. Robust procedures are in place to ensure staff are suitable to work with the children. The staff know children well and show care and concern for their welfare, this gives children a real sense of security and well-being and contributes positively to children's good health, safety, enjoyment and achievement and the ability to take an active part in the setting.

Policy and procedural documentation is clear, comprehensive and used effectively to support the running of the setting and the promotion of children's health, safety, welfare and enjoyment. Staff demonstrate a clear understanding of the policies and fully acknowledge their responsibilities to ensure the requirements of the National Standards are met.

The leadership and management regarding nursery education is good. Staff are familiar with the six areas of learning, aware of their roles and responsibilities and share good practice. They regularly evaluate the service they provide to children and their families and embrace ongoing training opportunities and share information through to team meetings. Systems regarding the recruitment, selection, induction and appraisal of staff are effective. They support, appraise and monitor the competency of staff and identify their training needs. The setting is focused on the development and achievement of all children and careful planning takes place regarding children's activities to ensure they have breadth and balance. Therefore, children are nurtured and experience a wide range of exciting and innovative learning opportunities.

Overall, children's needs are met.

## **Improvements since the last inspection**

At last inspection the provider agreed to continue to develop the provision for children under three years and staff's confidence in the Foundation Stage, to ensure that children continue to make good progress across all areas of learning.

The setting has taken positive steps to implement the 'Birth to three matters' framework and incorporate the principles as part of ongoing planning of activities and learning opportunities that enhances younger children's individual development. Staff have increased their knowledge and continue to extend their skills regarding the Foundation Stage, through ongoing external and in-house training opportunities and children are making steady progress across all areas of learning.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure arrangements are revised regarding the supervision of babies and infants who are being bottle-fed

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop opportunities for children to enhance their independence and life skills, for example, through the management of mealtimes to create a more positive social environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)