

Cherry Tree Day Nursery

Inspection report for early years provision

Unique Reference Number	135969
Inspection date	24 April 2007
Inspector	Susan Esther Harvey
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Type of inspection	Integrated
Type of care	Full day 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Cherry Tree Day Nursery opened in 1995 and operates from a converted detached house in Yate, South Gloucestershire. A maximum of 32 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from birth to under eight years on roll. Of these, 32 children receive funding for early education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications and one staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have several opportunities to play outside during the day. They exercise their muscles using small bikes and climbing over logs. Children laugh as they hide under a billowing parachute. Young children enjoy marching up-and-down to music while playing indoors. As a result, children are exercising in a fun way. Children are learning adequate personal hygiene routines with regard to wiping their faces on individual flannels after lunch, and using the toilet. However, they are not experienced in the use of tissues to wipe their nose, and staff are not proactive in helping them to learn this skill. Staff are sometimes forgetful when it comes to checking young children's nappies while playing outside.

Children benefit from a well-balanced menu and nutritious home-cooked food. They enjoy each other's company at meal times. Children regularly ask for drinks and are capable of pouring their own water from readily accessible jugs. Young children are aware of their bodily needs as they indicate to staff the need for sleep and drinks.

Children confidently use one handed tools such as scissors, paint brushes and pencils. Most of the children are able to use a knife and fork with ease. Children have a selection of toys and equipment to use in the outside play area and enjoy the experience. However, much of the equipment shows signs of dust and dirt lingering on the surface which does not help to prevent the spread of infection for children. Staff have recent first aid certificates and an emergency plan is in place. This ensures that appropriate action will be taken should emergency treatment be needed. Accident and incidents are appropriately recorded, and written parental consent for medical and emergency treatment or advice is provided for all children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are greeted on arrival by staff members. Toys and resources are attractively set out by staff ready for children on entering the setting. After breakfast children immediately join in with the range of activities. Children's art and craft work is displayed on the walls in all rooms around the nursery, to celebrate their achievements. Photographs remind children of the activities they have taken part in, and as a reminder to parents about how their children enjoyed their day. Children remain safe inside the nursery as sound security measures ensures unauthorised access to the building. The visitors book is well used. A sufficient risk assessment is completed for the outside area, and staff check indoors for any identifiable hazard. This includes a notice to alert children when the floors are wet. Doors in the play room are able to shut quickly as a result of a draft from the conservatory. Staff are aware of this and aim to attach door stops to prevent children catching their fingers. Sufficient emergency evacuation drills take place which enables children to learn about fire safety and how to evacuate the premises safely and efficiently. Children willingly tidy away toys after playing with them, as a result, all children are learning to keep themselves safe.

The environment throughout the nursery is bright and colourful with a collection of posters and pictures fixed around the walls. However, some are in need of repair with special regard to posters used to help children increase their counting and letter skills. Babies and young children are able to relax in comfortable surroundings with cushions, small beds and cots to rest on. Older children can reach toys and resources easily, and the contents of the drawers are

identified with pictures as well as the words. Young children and babies have a range of toys to play with. This includes, treasure baskets filled with natural and man-made materials, musical toys and a small climbing frame on which to develop their physical skills.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children develop high levels of confidence and self esteem in the nursery. They know the staff and each other well, which increases their level of personal security within a safe environment. As a result, children are made to feel well supported. Young children and babies are provided with toys and equipment which are used as part of planned activities. For example, babies enjoy exploring the contents of a treasure basket filled with natural materials. Young children enjoy planting sunflower seeds and watching them grow by watering the seeds each day. Others enjoy the experience of making flapjacks and mixing oats and fruit together. As a result, young children and babies are learning to be skilful communicators and competent learners, supported by staff members with an adequate understanding of children's developmental needs. Evaluations and assessment outcomes for young children relate effectively when using an approach in line with Birth to three matters framework.

Children with learning difficulties have the experience of being well supported and appropriately integrated into the nursery. There is an effective key person system in place for children throughout the setting. Children and babies have a sense of familiarity and belonging, as many of the older children have been in the nursery most of their young lives and know the building well.

Nursery Education.

The quality of teaching and learning is satisfactory. However, children are progressing well given their starting points and capabilities. This is supported by staff who have an appropriate understanding of the Foundation Stage curriculum. The supervisor and new staff member already work well together, they plan to improve this over time to develop a firm and effective partnership. Planning is acceptable and topics are covered which interest the children, and, which have been identified as an area for improvement following children's assessments and use of observations. This includes the topic of 'numbers', where staff provide a fun activity for children to enjoy. Children draw numbers making marks in sand with their fingers. They laugh while playing a memory game, counting the objects set out on a tray, which is covered over with a cloth by the staff member. Children spotted the missing object quickly and calculated correctly how many were left. Children are amazed at the change in liquids through a science experiment, and decide quickly which objects float or sink, paper or a stone. Some children confidently count up to 31 using an number line and linking the number with melon seeds and shells. Other children ably count up to ten.

Children display signs of confidence in many areas. For example, they say 'good morning' after staff call their name at register time. Children enjoy listening to tape stories, and some enjoy being read to by staff; stories such as 'A duck so small'. They are able to anticipate the next stage of the story. But large circle activities, such as story time and register time, do not develop children's listening skills appropriately. As a result, these activities are disruptive for those children who wish to listen and take part. Staff do not always act promptly to encourage children to sit and listen. Some children readily select books from the book case and treat books with respect in order to share the experience with others. Children have ready access to paint, scissors, pencils and drawing paper. Children take part in creating models such as 'Lucy' the

dragon. Children join with each other to dig for worms in the garden and carefully transport them in egg cartons for staff to admire. Staff talk about the worms and why they live in the garden. As a result, children are caring for living creatures and learn about nature, enabled by staff members interest in the child initiated activity. Children enjoy singing such rhymes as 'Twinkle, twinkle, little star' and 'Three little ducks went swimming one day'. Children know all the actions and confidently sing the words. They make up songs and sing to the group with ease.

Helping children make a positive contribution

The provision is satisfactory.

Young children and babies have appropriate levels of confidence and their needs are adequately met. There is a secure system in place for children moving from the upstairs part of the building to the next age group downstairs. The young children spend short periods of time in the room and gradually get used to the routine through a slow induction, which is taken to fit in with the child. Children with learning difficulties receive support from external agencies who the nursery links in with on several levels. As a result, children are appropriately supported. A key person system is in place for all babies and children. Parents are well aware of their child's allocated staff member. They are available to discuss any issues where needed. Children are kind and considerate towards each other, they behave well given their age and developmental stages. Mostly staff apply appropriate strategies to manage children's behaviour, which includes helping children to understand the effect their behaviour has on others.

Children learn about the wider community as they take part in charity events which support other children. Staff provide topics and activities which support various festivals such as St. George's Day. Various books and posters give children an understanding of culture and reflects diversity in the world. Children's social, spiritual, moral and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from the welcome families receive from staff members. Information is shared verbally when parents collect their children. A written account of their child's day is available to parents if they wish it. Parents are confident in approaching their child's key worker if they have any concerns. Parents have the chance to discuss their children's progress at arranged parents' evenings. Staff are readily available to talk with parents about their children's work. Children's assessment records are available for parents to read at all times and to make comments about their child's progress at home.

Parents are provided with a selection of written information. This includes some policies and procedures which are included in the parent welcome leaflet. However, there are several informative notice boards in all areas of the building detailing Birth to three matters framework, Foundation Stage curriculum, and all policies and procedures. Parents are informed about what their child has done during the day from written information on a white board in the main hallway. Other information includes children's work, and photographs identifying staff members. Parents are provided with a regular news letter which keeps them up-to-date with what the children are doing and the topics being covered by the staff.

As a result, there is a sound partnership with parents and staff in order for children's individual needs to be sufficiently met.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care and education.

Children benefit from staff who are qualified and work well together. Mostly staff organise the space within the pre-school rooms to benefit the play opportunities for the children. Most of the documentation is in place for the appropriate management of the provision. However, while there is a list of children attending in any one day; there is no record showing children's time of arrival and departure within the daily routine. As a result, there is a breach in regulation. However, the attitude of the provider to ensure these details are to be addressed was positive, and influenced the risk and impact on children's safety. Staff are well aware of the policies and procedures and are covered in all staff member's inductions and appraisals. Therefore appropriate management of children's safety and welfare are followed through.

Leadership and management is satisfactory. Staff have appropriate knowledge of the Foundation Stage curriculum and apply this in practice to support children's learning and development. The owner and manager are adequately organised in their management of the nursery. They have identified aims and objectives to improve the surroundings for children. This includes developing the garden so that babies and young children can use the area more regularly as part of their daily routine, and considering ways to improve managing meal times for children throughout the day.

Improvements since the last inspection

At the last care inspection the provider was asked to consider ways of making better use of the room for children aged two and three giving them freedom of choice and variety of activities, ensure the child protection policy offers clear information for parents and staff if child protection concerns are raised, ensure attendance records are clear to assist in maintaining ratios, and risk assess outings with particular reference to transporting children, and emergency situations.

Children's choice has been improved by having the property extended and extra room available for further activities. Their welfare and safety have been adequately addressed through the provision of a risk assessment and amended child protection policy. Staff are aware of how many children are in the building in order to maintain ratios, as one register is used each day to record how many children are present. This is kept near to the fire point to be instantly used in an emergency.

At the last education inspection the provider was asked to increase staff awareness of the Foundation Stage, early learning goals and stepping stones, to enable them to plan activities, with regard to children's individual abilities. The provider was also asked to develop a programme for mathematical development to ensure children have regular opportunities to practise and develop their awareness of number, and to provide opportunities for children to make marks and practise their writing.

Children's education has been improved through staff attending courses relating to Foundation Stage, and stepping stones, children's observations and assessments highlight their individual abilities, planning includes daily use of numbers and a maths corner has been developed. Children's literacy has improved through the provision of an area where children can write and draw freely.

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.

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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):

- maintain a record of when children are present in the nursery including times of arrival and departure, and the names of the persons looking after them
- raise children's awareness of good hygiene practices with regard to wiping noses and regular monitoring of young children's nappies
- establish a cleaning rota system and regularly monitor the condition of outside toys and equipment

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):

- encourage children to sit and listen, for example in large group activities

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