

Cherrylands Nursery

Inspection report for early years provision

Unique Reference Number	119979
Inspection date	13 June 2007
Inspector	Gillian Cubitt
Setting Address	Sopwith Drive, Brooklands Business Park, Weybridge, Surrey, KT13 0YU
Telephone number	01932 354175
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Registered person	Cherry Childcare
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 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?

Cherrylands Day Nursery is one of a group of eight nurseries in the Cherry Childcare group. It opened in 1995 and operates from purpose built premises on a business park on the outskirts of Weybridge in Surrey. Children are accommodated in age related groups within two areas. The children age two to five years have access to three rooms covering the areas of development. There is an enclosed outside play area.

There are currently 44 children from three months up to five years on roll. This includes 13 children who are in receipt of nursery funding. Children attend for a variety of sessions. The nursery welcomes children with special needs and those who speak English as an additional language.

The nursery opens five days a week all year round from 08:00 to 18.15, apart from a week between Christmas and New Year and Bank holidays.

Thirteen members staff are employed at the nursery. There are ten staff who work with the children, of these one works part time. Eight staff hold relevant childcare qualifications and two members of staff are currently on training. The setting is accredited for Investors in People.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is of the highest priority. They play in an air conditioned environment that is exceedingly well maintained and cleaned. Stringent daily hygiene routines support children's good health and are followed closely by all staff. Furthermore, these are underpinned with clear procedures that are displayed to guide staff and inform parents. For example, nappy changing time is a pleasant experience for babies because staff follow the displayed routines in each area; they thoroughly clean changing mats, wear latex gloves if dealing with any bodily fluids and dispose of nappies in sealed containers. Babies happily gurgle in response to their carer's gentle handling and warm interaction.

Children's early understanding of how food contributes towards their good health, growing bones and bodies is well established. This is due mainly to the "feeding your children better" programme. Here, children are introduced to a delicious variety of local and exotic fruits and meals consisting of natural ingredients and are freshly prepared each day. Meals are varied with summer and winter programmes in place to give children the freshest and most appropriate diets. Also, menus rotate every four weeks in order to give children complete variety. The vast experience of the dedicated kitchen staff ensures that meals are of a consistently high standard. The kitchen area, although small, is kept impeccably clean with excellent systems for checking cleaning rotas and monitoring of fridge temperatures which ensures food safety. Children's knowledge of different foods is gently yet consistently reinforced in their everyday activities. For example, when in small discussion groups they talk about foods that are good for them and at lunch time staff join the children with their meals which further enhances the social experience.

Children's health is secure because of the robust procedures for administering medication. This is fully supported by staff who are fully trained in first aid and have specialist knowledge such as when and how to use an Epipen. Methods to inform staff of children who have specific health needs is thorough which ensures that children will not be subjected to foods or environment that may impact on their health.

The emotional wellbeing of babies is completely fostered by the close relationships that their identified named carer develops with them which provides babies with consistent care. There is an excellent settling in programme that fully involves parents and helps to make a seamless transition from home to nursery and promotes strong family bonds.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where risks are minimised. Staff are vigilant at monitoring the environment both inside and outside. For example, the gate is bolted, the door is only accessed by a coded lock which is changed every six months. All visitors are thoroughly checked before entry. Daily risk assessments are completed and appropriate action is taken where there are perceived hazards such as repair work to locks on cupboards and barriers installed to prevent children from using part of the climbing equipment to help to prevent accidents.

Well displayed equipment and activities on low level units, enables children to help themselves to a broad range of easily accessible resources and plan their own time. Creative use of all nursery space offers children areas to be quiet and more active. They develop and extend their creativity by accessing table and floor activities to extend and consolidate their skills. Children are sensitively reminded not to run indoors and to be aware of other children in areas where space is restricted.

Children's welfare is safeguarded as staff are knowledgeable about child protection issues. The child protection policy is complete and read by all staff and this is revisited at meetings. However, staff lack clarity if there is an allegation made against them.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children have a wonderful time at this nursery; they show a lively spontaneity and interest in all that they do. Children are occupied well throughout the day and there is an atmosphere of industry and sense of purpose. This is because of the extensive range of resources which children are able to easily access, helping their independence. The weekly plans are broad and give children an extremely well balanced programme which is filled with opportunities to explore and experience new and exciting tasks.

All children benefit from well organised care and the warmth and commitment that staff provide. Babies receive constant attention in an exceedingly well resourced, bright room. Babies react in a lively way, using their whole bodies in response to the stimuli that various activities induce. Nearby balls and shapes encourage babies to crawl and investigate to satisfy their growing curiosity and need to move around. Babies beam with delight when they discover a toy that makes a sound such as the 'rainstick' watching attentively as the particles travel from one end to the other. Older children have free access to water, sand and paints where they become totally absorbed in creating pictures, sandcastles or water runs. All staff are diligent in their work; they are professional, caring and show delight in promoting the development of the children in their care.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable and confident in their understanding of the foundation stage and stepping stones. They work together with the other nurseries in the group to develop ideas for planning themes to which all staff contribute. This shared information enriches the curriculum with interesting topics and clear methods of addressing activities to help children make progress in all areas of learning. Planning and assessments are well documented. Staff make effective use of tracking sheets to monitor children's progress which enables staff to build upon what children already know. The routines are balanced and provide children with sufficient challenge. Staff generally motivate children well and this results in children developing confidence to try new things and to learn from direct experiences.

Children relate confidently to each other and adults. They are generally well behaved, learning to share toys and take responsibilities. For example, by volunteering to do certain jobs such as feeding the fish, making the beds and assisting to prepare fruit helps to build their self esteem, independence and social skills by caring for others. Children's communication skills are appropriately fostered because staff instigate conversations that question children's knowledge on current topics. By learning about 'our world' children explore different countries, extending

their vocabulary with new and exciting words which they reiterate during their creative role play. Stories are enjoyed by the children throughout the day. The books which are fiction and non fiction are also linked to topics to help develop understanding and learning. Children enjoy drawing and are beginning to write their names on their work showing that they know words have meaning. They regularly practise phonetics using Jolly Phonics which aid them in their early stages of word construction.

Children are introduced to numbers through everyday routines. Every opportunity is used for children to count, during group times and especially at meal times where they count cups and work out how many spoons are needed for each child. Children recognise different shapes and sizes in their environment. They compare differences between nectarines and melons and realise how many pieces each fruit produces by assisting staff to prepare snacks. This extends their understanding of quantity.

Children's physical skills are promoted well with a good variety of activities both inside and outside the nursery. They learn to sequence through music sessions. By beating drums then shaking maracas then bells, they learn order and rhythm. Children's larger muscles are fully exercised using the outdoor play area where they enjoy climbing, playing football and using a range of mobile equipment.

Children have free access to an extensive variety of tools and materials to make models and explore their natural creativity. They build and design to extend their imagination, making small models with play dough as well as extending their understanding of larger construction by creating castles from cereal boxes.

Helping children make a positive contribution

The provision is good.

Children successfully build friendships and respectful relationships with staff and each other. They show good self esteem, confidently ask questions and actively make meaningful choices. Children are warmly welcomed by sensitive staff who value their individuality. They receive praise and encouragement for achievement and attempts, for example, when building models from cardboard and when recognising and sounding letters. Challenging activities and resources help children become aware of similarities and differences and increase their understanding of the wider world. Books, toys and pictures show positive images and children eagerly share their home experiences. Children learn about other cultures through poster displays and, at times, other languages are introduced which reinforces cultural differences. Optional French sessions are also available each week. Children's behaviour is generally good and staff show calm gentle persuasiveness at times of conflict, helping children to care and respect each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff effectively keep parents well informed about what children do during nursery time. They know about the Foundation stage curriculum and follow the planning which is well displayed. There is wealth of good quality information that staff provide parents about their children's progress, such as well organised parents evenings as well as clear and informative progress files. This keeps parents fully informed on how their children are learning. Parents help staff by completing essential details such as their children's likes and dislikes, which supports continuity of care. However, parents do not inform staff of their children's abilities which help staff form a starting point for assessment when children start their nursery education. Parents, however, speak warmly of the level of staff communication and know they can discuss their children's progress at any time.

Organisation

The organisation is good.

Children's care and learning are well supported by the effective organisation of the nursery which is fully supported by the management structure of the group of nurseries to which it belongs.

The committed management team ensures that all staff are involved in reviewing practice and adopting new procedures. The very good 'Investors in People' framework for training helps to motivate staff's enthusiasm and supports them in reaching their full potential in their chosen childcare career. A comprehensive range of policies and procedures are in place that aim to support good practice and promote an effective service. The well established staff team use many opportunities to meet together, share information and develop working practices.

The quality of the leadership and management of the educational provision are good. Knowledgeable staff understand their roles and responsibilities and ensure that all children's individual needs are met. They make good use of observation and assessments to monitor children's progress and identify gaps in the provision. Staff work well together and there are appropriate procedures in place to monitor and evaluate the provision. The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection it was agreed to address three recommendations. All of which have been appropriately addressed. Health issues such as effective hand washing procedures ensure children are aware of the importance of good personal hygiene. Opportunities for children to learn about other cultures is helped by the provision of a good selection of relevant resources. The documentation has also improved with parents being fully informed on activities and giving consent for taking children's photographs.

At the last nursery education inspection it was agreed to address four recommendations. These asked staff to improve children's access to books, increase children's understanding of calculation and to improve children's knowledge about adult roles in the community. A recommendation was also made to ensure all staff have a clear understanding of the learning outcomes for children. As a result, children have easy access to books and make their own choices; counting and calculating skills are practised during every day activities so children become accustomed to working with numbers. Through recent project work children looked at different roles in society where children learned about their community. Finally, staff have on-going training to improve their skills on assessing children's strengths so that activities are now aimed to challenge children's learning appropriately.

Complaints since the last inspection

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.

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.

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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):

- improve staff's understanding of procedures should a complaint be made against a member of staff

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):

- develop further the good partnership with parents by obtaining information from them on children's abilities to help staff prepare starting points for teaching children

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