



Cherrygrove Nursery

Inspection report for early years provision

Unique Reference Number	EY267900
Inspection date	20 June 2005
Inspector	Jill Milton

Setting Address	Deeds Grove, High Wycombe, Buckinghamshire, HP12 3NU
Telephone number	01494 464564
E-mail	
Registered person	Cherry Nurseries Ltd.
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?

Cherrygrove Nursery opened in 2003 and is part of a chain of private nurseries owned by Cherry Nurseries Limited. The nursery is situated in the Cressex area of High Wycombe and the intake of children is from the local area. The nursery operates from several rooms in a converted church and there is access to an outdoor play area.

The nursery opens on weekdays, for 51 weeks of the year, from 07:30 to 18:15 and

up to 62 children may attend at any one time. There are currently 37 children on roll, 2 of whom receive nursery education funding. The nursery supports a small number of children for whom English is an additional language.

Nine members of staff work with the children, five of whom have appropriate qualifications in early years. A further 2 staff are currently completing training courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from a healthy diet. They enjoy regular nutritious snacks and cooked meals throughout the day and the menu on offer provides a good balance. During morning snack time the children enjoy eating fresh fruits, even the youngest ones becoming familiar with the different flavours of plums or grapes. Children have access to drinking water throughout the day and staff feed babies according to their individual routines. Staff note children's special needs and parental wishes during the preparation of foods and alternative dishes, such as vegetarian meals, are on offer.

Children learn the importance of good personal hygiene, with regular reminders to wash hands after toileting and before eating. Children collect tissues by themselves and know to throw them in the bin after use. They are also familiar with the need to wear sun hats outside on hot days. Staff follow set routines for procedures like nappy changing, giving appropriate attention to the prevention of cross infection, despite the fact they lack access to running water within base rooms. Children play and eat in areas kept clean by the staff. Suitable procedures are in place in the nursery to attend to children when they have accidents, and staff inform parents so that all the adults help to keep children safe and healthy.

Children rest and sleep during the day, according to their needs and staff offer comfort, by gentle stroking of backs, to help them settle. Children spend some time during the day in physical play, either in the garden or in a large indoor room set aside for active play. Whilst the children enjoy their time in the fresh air, their play is sometimes frustrating due to a lack of sufficient equipment, for example access to only one bicycle or one push-a-long toy. Staff supervise play appropriately but children do not receive very much encouragement to extend their physical skills, for example by engaging with an adult in a game.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in the nursery since staff follow a range of established policies and procedures. Access to indoor areas where children are playing is only via security key pads and parents find these measures reassuring. When children leave their rooms to visit the toilet or garden, the staff accompany them to ensure their safety. Indoor play areas are clean and safe, with staff making regular checks during

the day. Staff have regard to children's safety whilst they sleep by making regular visual checks and use of a baby monitor.

The children play in spacious rooms that have natural light and attractive displays relating to current themes. Children can access resources from low storage units and they have areas to take part in messy play or to rest in a comfortable book corner. The equipment the children use is in good condition and suitable for their age range. Young children who are learning to walk have plenty of space to practice their growing mobility. The range of equipment overall in the nursery covers all areas of development, though there are some gaps, for example a lack of sufficient means to transport babies so that they could enjoy outings.

Staff have good regard to children's welfare, monitoring times of arrival and departure of each child and noting any adult visitors. Staff work to protect children by having appropriate procedures in place to address child protection issues. Room staff know who to report their concerns and managerial staff have the necessary contacts and information at hand to act quickly to protect a child. Staff keep children safe because adults who are awaiting required checks do not take part in unsupervised care routines with children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children under two have a good mix of activities during the day, with an emphasis on using their senses as they explore new sensations, like paint or bubbles. Staff encourage babies to participate by their enthusiasm and by using games like peek-a-boo. The children enjoy singing familiar songs with actions, clapping their hands and stamping their feet. Staff monitor the development of the youngest children effectively and share well-written information with parents, providing support to the children's development.

When the children reach the age of two they move up to the next area in the nursery to join a mixed group of older children. The children take part in a variety of activities during the day, with times for quieter and more active play. Although the children are happy and settled in this routine some activities do not match well to their levels of understanding. There are times when two year olds have to sit at adult directed activities, such as a card game of happy families or drawing around stencils, to which they have little understanding. The children are enjoying and achieving most of all when they can choose what to play and have time to explore materials. They demonstrate their enthusiasm for play as they construct with bricks and splash in the water tray. Their interest in exploring materials is clear when they eagerly crowd around a delivery of new sand outdoors.

Nursery education

The quality of teaching and learning is satisfactory. The staff have a basic understanding of the Foundation Stage for children's learning and they follow a detailed, planned curriculum of activities designed by the parent company. Children take part in daily activities that help them make satisfactory progress along the

stepping stones towards the early learning goals. Staff organise resources in the room to match the six areas of learning and ensure that each day the children access different equipment to provide them with variety and fresh interest. Staff monitor the children's progress regularly and thoroughly, but do not yet use this information to plan the next steps in learning.

The children are learning how to be part of a group and they are developing independence as they help with tasks and become aware of their own needs. They are developing an understanding of cultures and beliefs beyond their own experience, with the introduction of a variety of festivals through the year. Staff encourage children to behave appropriately and to think of others. Children build friendly relationships with the staff and readily find comfort from them.

The children enjoy group times when they come together for a few moments peace or to share a story or song. They like to talk to staff about their families and they listen to each other sharing news about the weekend activities. Children are learning about the uses of print with many labels on display around the nursery and they can recognise their own names and are familiar with many letter sounds. The children use pencils during set activities, though they lack opportunities to use their early mark making for a purpose, for example during imaginative role-play in scenes like a shop or café. Basic resources to reflect home corner play are available to the children, but little beyond this to stimulate the children's imagination and story making. They listen to taped music and know a selection of popular rhymes, but have limited access to musical instruments to enable them to explore sound more fully. Children do have opportunities to work with creative media like paint or play dough.

Children demonstrate their awareness of number and some can count confidently to ten and beyond. They use resources to sort and match by colour and size and they are learning to recognise some numerals as they play with magnetic numbers on a board. Most of these activities take place at set times and there is little emphasis on reinforcing children's early understanding as they play, for example talking about quantity in sand play or counting children in a line. Children are progressing well with their co-ordination and manipulative skills. They are confident at threading beads and using lacing cards. Older children receive encouragement to pour drinks and put on their own shoes, developing their physical abilities.

Children are gaining in their knowledge and understanding of the world, as they take part in themed activities, for example 'It's a bugs life', when they talk about insects and look at pictures of them. The children have some access to information technology and design activities. They show a good awareness of time, as they become familiar with the nursery routine and they are eager to talk about important events in their own lives, like birthdays or the celebration of father's day. The children talk knowledgeably of the world around them, with simple discussions about roadways, traffic lights and cars.

Helping children make a positive contribution

The provision is good.

Staff make children welcome when they arrive, greeting them with comments and

hugs. Older ones are developing a sense of belonging with a named place to hang their coats or a tray in which to place drawings. The children develop good relationships with the staff who talk to them about their families. Children develop positive attitudes towards diversity as they share stories about cultures and backgrounds different to their own. Staff welcome and include in all activities children who speak English as an additional language. They are proactive in making provision to communicate with parents by having simple vocabulary ready for use in a range of languages. The nursery has good arrangements to care for children with special needs although none currently attends.

Children are learning about the difference between right and wrong, as staff challenge actions that are undesirable, such as snatching toys or being unkind. Staff talk to the children about incidents to help them develop their social skills. The children are eager to help and like to tidy toys away when it is time for a change in routine. They are learning how to act in a group, for example sitting for a story or lining up to go outdoors. The nursery fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents have access to a wide range of good quality information about the setting. Staff make themselves available for daily informal discussions with parents and this exchange of details about the children helps them to provide appropriate care for the children during the day. Good use is made of an entry form when new children join, to collect information about the children at home so that staff are aware of their needs and interests. Parents can take part in their children's learning at home, through ideas linked to the current theme and they have regular opportunities to view their child's progress records.

Organisation

The organisation is satisfactory.

Policies and procedures linked to the smooth running of the nursery are in place and work in practice to keep children healthy and safeguard their welfare. Staff can access paperwork easily since they store documentation neatly and securely. Overall, the nursery meets the needs of the range of children who attend.

Staff within the setting receive appropriate support from senior managers with regard to staff induction, training and appraisals. Staff qualifications exceed the required minimum level and some staff are attending training to further their skills and knowledge. The children benefit from appropriate adult ratios in rooms and the staff organise their own areas to provide an attractive and welcoming environment. Staff can easily access information about a whole range of day-to-day issues, such as nappy changing procedure or laundry instructions, that help them to maintain suitable standards of care. The staff are aware of their roles and responsibilities and they organise the daily routine quite well, working together as a team.

The leadership and management of the nursery education are satisfactory. Staff have sound backing from the parent company with regard to planning for the Foundation Stage for children's education. However, staff are not always aware of the current weaknesses in teaching and they do not quickly address areas for

improvement.

Improvements since the last inspection

The previous care inspection recommended that the nursery operate specific procedures to safeguard children's health and to monitor the environment and safety of the premises.

Staff pay more attention to protecting children's health, by recording accidents in greater detail and ensuring the information remains confidential. Now when fire evacuation drills take place staff keep a detailed record of the procedure so that they gather information for future use, helping to keep the children safe. Lastly, the staff are aware of the lack of natural ventilation in some rooms, and they have taken steps to compensate for this by introducing fans and an air conditioning unit. Staff do work to provide the children with a comfortable environment in which to play and rest.

Complaints since the last inspection

There are no complaints to report.

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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):

- extend children's awareness and opportunity to enjoy the benefits of exercise, ensuring they receive staff support and access to sufficient resources in the outdoor area
- develop more opportunities in the day for children to make their own choices and to have time to fully explore, investigate and initiate play

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):

- ensure children have more meaningful opportunities to take part in early writing
- improve children's opportunities to take part in imaginative play and to explore music and sound
- make more effective use of opportunities to introduce children to early number work whilst they play and during the daily routine of the nursery

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