

# Cherrybrook Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	119978
<b>Inspection date</b>	27 February 2008
<b>Inspector</b>	Julia Lynn Freemantle
<b>Setting Address</b>	Scotland Bridge Road, New Haw, Addlestone, Surrey, KT15 3HQ
<b>Telephone number</b>	01932 336662
<b>E-mail</b>	
<b>Registered person</b>	Cherry Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Cherrybrook nursery opened in 1997. It is registered to provide full day care for 78 children from the age of three months to under five years. It operates from a purpose built, single-storey premises. There is a fully enclosed area for outdoor play and an indoor soft play room. The nursery is close to local schools and shops in New Haw, Addlestone, Surrey. West Byfleet station is close by. The nursery is privately owned and managed by Cherry Childcare and is part of a chain of eight nurseries.

There are currently 100 children on roll, this includes 30 funded three-and-four-year olds. The setting supports children with learning difficulties and/or disabilities and those who have English as an additional language.

Opening hours are 08:00 to 18:15. The nursery opens Monday to Friday 51 weeks of the year. Children are able to attend on a flexible basis, for a minimum of three sessions.

There are 17 staff members who work with the children, of these, 12 have an early years qualification and one member of staff is currently working towards NVQ level two. There are

14 members of staff who are first aid trained. The nursery employs two qualified caterers who prepare and cook fresh meals on the premises.

The setting are in receipt of nursery education funding and they receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's good health is promoted as they learn from a young age the importance of personal hygiene. They begin to develop their skills as the staff follow good routines with young children and encourage older children to become independent. For example, staff encourage older children to wash their hands at appropriate times throughout their day. Children use anti-bacterial hand wash and paper towels to prevent the spread of infection. Staff constantly wipe younger children's noses and encourage older children to do this for themselves. Staff follow good nappy changing routines and encourage children to develop good toilet training skills. Parents and staff discuss children's individual needs to ensure they are met. Information is provided for parents about 'positive toilet training'.

Children are protected from infections as staff have good routines in place to ensure hygiene standards are met. Coloured cloths are used for different cleaning tasks, such as, cleaning the tables before and after meal times. Toys are regularly cleaned in sterilizing liquid.

Children are protected as staff have a good understanding of how to deal with and record accidents and incidents. Medication is administered appropriately and is recorded well. Most staff are first aid trained.

Children benefit from a good standard of fresh food cooked on the premises. There is a menu plan that is rotated regularly; this is displayed for parents to view. Children with special diets are catered for and all staff are aware to ensure that children are given the correct food. Staff regularly liaise with parents to ensure that their children's changing dietary needs are adhered to.

Children are provided with food that meets their needs and that will develop their weaning process. For example, babies have pureed food, while older children have mashed progressing onto chopped food. Children are encouraged to become independent feeders and are supported well at meal times.

Children benefit from a good range of snacks throughout their day, younger children have set snack times while older children are able to help themselves to a 'snack bar' for a period of time during the morning and afternoon. Snack and meal times are a social time, staff and children freely talk to each other about what they have done during their day and about what they are eating.

All children have independent access to water throughout their day, younger children have their own labelled cups and older children help themselves to jugs of water.

Children benefit from fresh air and exercise daily, they enjoy a good balance of physical activities both indoors and outdoors. Younger children have set times in the outdoor area while older children have 'free flow' access to this area for most of their day. Children also benefit from

the indoor activities provided, such as, using the parachute, tents, tunnels and the soft play room. Babies and young children are supported well in the outdoor area to encourage and develop their co-ordination and skills at an appropriate level for their stage of development. Indoor play space is organised well to enable them to move freely and explore their surroundings.

Children sleep, rest and have quiet times in line with their parent's wishes and their changing needs. Sleeping babies and children are regularly checked. The baby sleep room also has a baby monitor in use.

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

The provision is good.

Children play in a safe and secure environment. Staff have a good awareness of health and safety issues and regularly carry out risk assessments to ensure that the areas the children use remain safe. There is a written health and safety policy and procedure and a member of staff has special responsibility for health and safety issues in the nursery. Staff ensure that children are within sight or hearing at all times. Children are accompanied to the toilet as they have to leave the main play rooms. Children are protected as staff remain vigilant at all times. Entry to the nursery is via a coded door entry system and visitors enter past the nursery office to ensure that only known people have access to the nursery.

Children's safety is paramount as there is a good written procedure for fire; staff and children regularly practise the evacuation procedure. A written log is kept of the practices and fire safety equipment is regularly checked.

Children are protected as staff have a good knowledge of the procedure to follow if they had concerns in regard to child protection and safeguarding children. Staff have regular training to ensure that their knowledge is updated; there is a written procedure in place.

Children have access to a good range of toys, equipment and resources that is suitable for their age and stage of development. Each age group has their own toys, however, they are rotated and shared if appropriate to ensure that children's needs are met and to provide sufficient challenge. Toys and equipment are regularly cleaned and they are checked, repaired, replaced to ensure that they remain suitable and in good condition.

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

The provision is good.

Children are happy in the nursery; they enjoy what they do throughout their day. Children are confident in their relationships with the staff, they are happy to ask for help and support when needed. Younger children reach up their arms to staff as a way of showing they need help. Children develop a sense of belonging and develop their self esteem; staff regularly give meaningful praise and encouragement to the children.

Children settle quickly on arrival and separate from their parents and carers well. Staff are always on hand to comfort and reassure children who become upset; staff try and encourage children back to activities as soon as they feel they are ready. Children are able to have their special comforter such as a teddy or blanket if they would like, this helps to reassure them.

Children benefit from the relationships their parents have with the staff to ensure that their individual needs are met. Children have a 'key worker' who liaises with their parents. Information

about the children's day is shared with the parents at the end of the day verbally and with the use of daily record sheets to ensure parents are kept well informed about their child's health and developmental progress.

Children are occupied and happily play alone, in small groups and in larger groups. They play appropriately with each other and enjoy what they do. Staff ensure that children remain focused and challenged in their play. Children benefit from the observations the staff complete on them to help them plan for the children's next stage of development or their interests, however, detailed observations are not always used to ensure that children in the two to three year age group are sufficiently challenged.

Children play with glee as they use sand, dough, water and paint to express their feelings using different media.

### Nursery Education

The quality of teaching and learning is good. Children make progress as staff plan well to provide activities that meet individual needs and that provide a good mix of both adult and child led activities. Staff plan to ensure that children are provided with sufficient challenge and to make learning fun. Children benefit from a good consistent routine. Staff provide boundaries and 'rules of the room' to enable them to learn in an environment that allows them to be independent and gain confidence in all that they do. Children become independent as most toys, equipment and resources are available for children to self select. Children access writing materials and implements freely and are encouraged to write about what they are doing. Children access craft materials from a selection on the activity table while making 'potato aliens' and from a easily accessible craft material storage unit.

Staff take time to encourage and support children to learn about numbers through everyday tasks and their play, such as, counting cutlery, children and talking about more or less. During a mask making activity the children were encouraged to talk about 'light', 'heavy', 'long' and 'short' to describe the string and the weight of the mask. Children are encouraged to talk to each other and to staff. Children are confident speakers, those who are less sure are encouraged well by staff in small group times. Children begin to understand that print carries meaning through 'Jolly Phonics', through the 'letter of the week' and by seeing some writing and numbers around the room. However, not all storage boxes and trays are labelled, to further reinforce this. They are supported well during small group times; 'props' and games are used to reinforce their knowledge of letters.

Children develop self help skills well, most independently put on their coats, set the dinner table and 'scrap' their left over food into the large bowl when they have finished. Children benefit from use of the computer, calculators and tape recorders. Children play on the computer confidently with each other, they give help and support to one another. The children are able to explain that they use a sand timer to ensure that everyone gets the same time on the computer.

Children learn and develop and interest for outdoor life and the world around us through planned and unplanned activities and topics. The children are currently learning about 'space and planets' which has 'sparked' some interesting comments about 'aliens' and 'outer space'. Children say with confidence what they think an alien looks like and about the aliens they have met. Children talk about the weather when in the garden and about the clothes they need to where to keep warm while they play.

Staff use a good range of teaching methods to ensure that children reach their full potential; they work with children individually, in small and in larger groups. Children's input is valued and staff listen to children and allow them time to talk and answer. Children are set realistic expectations and staff support them well.

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

The provision is good.

All children are valued in the nursery, staff are positive about all children being included in all that is on offer. Children are encouraged to take part in activities. Children know what is expected of them and benefit from the good routines that are in place.

Children behave well as staff act as good role models and are positive in their approach to the children. They set realistic boundaries and children are encouraged to be kind to one another and show consideration for each others feelings. Children are reminded not to push in the lunch queue and to take turns while playing with toys.

Children's social, moral, spiritual and cultural development is fostered. Children enjoy the wonder of ants crawling and scurrying around the ground and enjoy the smell of herbs growing in the garden. Children learn about differences and diversity through planned and unplanned discussions and topics. They acknowledge and celebrate festivals throughout the year and have access to a range of toys and resources that reflect other cultures and disability.

The partnership with parents and carers is good. Parents and staff work closely together to ensure the nursery does the best for their children. There is a good settling in procedure for entry to the nursery and when the children move into another age group and room base. Parents feel very well informed about their children's care and education and are happy. Parents are kept informed of their progress and of the Foundation stage curriculum. They feel that the staff are open and ready to listen. Information is provided via discussions, notices and newsletters.

### **Organisation**

The organisation is good.

Children are happy and settled in the nursery. Children have access to well organised rooms which enables them to play freely. There is good leadership and management of the nursery and care has been taken to ensure that staff are deployed well. Staff have regular staff meetings to ensure that the needs of the children and staff are met. Staff have attended training to ensure that they have a sound knowledge of Birth to three matters and of the Foundation Stage frameworks.

The leadership and management is good. The nursery is proactive in its approach to the ongoing quality of its nursery education provision. For example, it is currently looking at ways to ensure there is additional flexibility of planning to further link to children's interests and their next stage of learning. The nursery benefits from the daily involvement of the area manager who gives support to the newly appointed manager and all the staff. There is an appropriate procedure in place for the vetting of staff and of their recruitment; this is completed by the nursery's 'sister' company. A good induction process in place which takes place on site to ensure staff quickly learn what is expected of them and of the procedures that they should follow. An ongoing appraisal system ensures that suitability is maintained and that any problems are addressed. High importance is placed on staff training and the nursery regularly offers 'in house'

training. Staff are encouraged to undertake 'NVQ' training and two members of staff are NVQ assessors. Staff are involved in regular staff meetings to ensure that they feel valued and part of the team.

Children's safety is paramount at all times and this is reinforced with a good comprehensive range of documentation and policies/procedures. Staff sign to say they have read and understand policies. Parents are given a short version of the key policies in the nursery prospectus and are made aware that they are able to view all policies/procedures on request. There is a complaints policy and procedure and a notice detailing the procedure and contact telephone number of Ofsted is displayed in the entrance area.

The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the nursery were asked to continue to develop and improve all staff's understanding of child protection issues and ensure the kitchen is inaccessible to children at all times. The nursery have now addressed these recommendations to ensure that the children remain safe at all times.

At the last nursery education inspection the nursery were asked to enhance focused role-play in order to support current topics; provide labelling and mark making opportunities by supplying pen and paper to help children make lists, instructions and understand the different purposes of writing; extend simple number operation through daily routines, practical play and rhymes. The nursery have now addressed these key issues to ensure that children have these opportunities throughout their day.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- consider using detailed observations to ensure that children in the two to three year age group are sufficiently challenged

### **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):

- consider extending the ways of showing children that print carries meaning

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)