

Cherrystone Nursery

Inspection report for early years provision

Unique Reference Number	EY219568
Inspection date	13 February 2008
Inspector	Heidi Wilton
Setting Address	1 Dell Lane, Stoneleigh, Surrey, KT17 2NE
Telephone number	020 8786 8006
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Registered person	Cherry Nurseries Limited
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?

Cherrystone Nursery has been part of Cherry Childcare since August 2001. The nursery has been established in Stoneleigh, Surrey since the late 1980's. The building has been converted from a disused dairy. Children have access to age appropriate, designated rooms for quiet activities, messy play and sleeping. There is a large, fully enclosed outdoor play area. The nursery serves the local community and surrounding areas. Opening times are Monday to Friday from 07:30 to 18:15, all year round, excluding Christmas and Bank holidays.

There are currently 86 children on roll. This includes 23 children who are in receipt of funded nursery education. The setting has procedures in place for caring for children with learning difficulties and/or disabilities and/or English as an additional language.

There are 18 members of staff who work with the children on various days, of which eight are qualified to level 3 and four are qualified to level 2. A member of staff is currently working towards her NVQ level 2 and one member of staff is currently working towards her NVQ level 3. All staff attend regular training and many of the staff team have up-to-date paediatric first aid and food and hygiene qualifications. The nursery have an experienced cook and a catering

assistant who provide freshly prepared homemade meals. The setting receives support from an early learning advisor from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The nursery is exceptionally clean and ready for the arrival of the children each day. Staff use high quality hygiene procedures as they clean resources regularly to ensure children are very well protected from cross infection. The baby room staff sterilise all toys after each session because young toddlers and babies explore the resources with their mouths and hands. Children in the pre-school room very independently find a tissue from the low level tissue box and wipe their own noses. They demonstrate a very good understanding of the importance of good hygiene as they inform the visitor after coughing, 'we put our hands on our mouths to stop the germs'. Staff use highly stringent nappy changing procedures to further ensure cross infection is prevented. They thoroughly wash their hands before and after each change, wear aprons and disposable gloves and meticulously clean the nappy area with antibacterial cleaners.

Children demonstrate a very good understanding of self care skills as they take their jumpers off, fold the jumper and put it into their bags on their pegs. They show great amounts of respect for the environment as they sweep the play dough from the floor with the dustpan and brush and are given the time and space to learn this skill.

Staff ensure parents are extremely well informed about the sickness policy from the outset. Information is displayed on the notice boards and parents are given a very detailed infection control leaflet. This ensures parents are very well informed about incubation periods should their child contract a communicable illness. The nursery have obtained written parental permission to seek or gain emergency medical advice or treatment for the children. This ensures children gain immediate care in the event of an emergency.

Highly robust procedures ensure all staff, the experienced cook and catering assistant all comply with each child's dietary and allergy requirements to ensure all children remain safe and healthy. Children have a wonderful time during mealtimes as they socialise and chat with their friends whilst enjoying freshly prepared, homemade foods. The older children show great respect and very good manners as they thank the cook for the lovely meal she has prepared them. Children help the staff to prepare the fruit for snack and both the children and the member of staff wear an apron and a hat to ensure very good hygiene procedures are used. The nursery have three different menus in place for young toddlers and babies who are introduced to the basic menu first, consisting of vegetables and fruit and as they become older move to menus involving more advanced foods, such as meat, fish and sweet foods. Parents are wholly involved with this process and are very well informed when children are ready to move to the next menu. They are given a copy of the menu to enable them to try children on new and different foods at home first to ensure any allergies and dietary requirements are identified.

Children have extensive opportunities to develop their physical skills both inside and out. They have immense fun as they interact with the parachute play and move their arms up and down to make the parachute move. Children relish riding along on the trucks and tricycles and immensely enjoy climbing the steps of the climbing frame. All children have lots of opportunities to interact to familiar music and laugh excitedly as they move and bend their bodies to the actions. In addition, children can join in with a jingle music session once a week and can move

their muscles as they partake with games of football. Staff interact with the children and use their skills to discuss the importance of a healthy lifestyle. They talk to the children about the importance of exercising their muscles and children become very excited as they feel their heart beats with their hands.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure within the nursery environment. All doors are secured when not in use and parents are given a code to enable them to enter the building. All visitors are greeted at the front door and staff use robust vetting procedures such as looking at identification and establishing the reason for the visit. The nursery have good procedures to ensure children are collected by their designated person. Children are kept safe when sleeping because staff conduct regular visual checks and record these on comprehensive charts.

The nursery have all required written parental permissions in place to ensure children are safe and parents well informed. They have a fire evacuation procedure which is displayed in every room. This ensures all staff, parents and visitors are aware of the procedure to follow in the event of a fire. The nursery practise the fire drill regularly with the children to ensure they know what to do should a real fire occur. All hazards are identified and minimised because comprehensive annual risk assessments and daily risk assessments and checklists are conducted.

The nursery have a child protection policy in place which details the settings responsibility to safeguard the welfare of the children. However, the policy is currently not in line with the current Local Safeguarding Children Board's procedures. The manager demonstrates a good understanding of where to make referrals and systems are in place to ensure all signs, symptoms and existing injuries are recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children within the nursery are happy and engage with a variety of activities. They can independently choose age and stage related toys and activities within their designated rooms and child sized furniture and equipment ensures children's needs are well met. All children have opportunities to play and explore with all their senses in the activity room. Young babies become fascinated by the sparkly materials and toddlers have fun as they move their bodies across the soft blocks. Children become excited as they play inside the pop-up toadstool tent and giggle as the member of staff playfully plays a game of peek-a-boo with them.

Young babies and toddlers are able to sleep and relax where they feel most comfortable; in a cot, on a sleeping mat or on the soft cushioned area. Staff have gained sleeping requirements and routines for individual children from parents. This ensures the staff are fully aware of how to meet all the children's needs. Young babies bang small hoops together and explore the toys and resources with their hands, feet and mouths. Toddlers crawl through small tunnels and all babies and toddlers enjoy music time when they listen to familiar rhymes.

Toddlers have fun as they explore a range of different textures such as spaghetti and custard. They make marks and giggle as they swirl their fingers around and submerge their whole hands. Toddlers have fun in the role-play areas as they make cups of tea and press the buttons on the toy till. Staff interact at child level and continually offer support, praise and encouragement for the babies and toddlers achievements. This in turn boosts their self esteem and confidence.

Staff within all the rooms for children from three months to three years plan activities in line with the Birth to Three matters framework. All key workers observe the children and track the observations into the children's records. These observations inform where the children are currently with their development and their next steps in learning.

Nursery Education.

The quality of teaching and learning for children in receipt of funded nursery education is good. Staff plan for children in line with the areas of learning and stepping stones within the Foundation Stage. They all know their key worker children well and conduct regular observations of the children for all areas of learning. These observations are tracked to enable staff to recognise children's current milestones and their next steps in learning. Staff successfully use the observations they have conducted of individual children to inform their next planning of activities.

Children are happy within the environment and play well alongside each other. They show independence when they arrive at nursery as they hang their coats onto their own named peg. Children have opportunities to look at or listen to books about events which may occur in their lives, such as moving house and going to school. This enables children to develop an understanding about change and equips them with the tools to understand their feelings when change is occurring to them. Children are confident and approach the visitor to tell her their names. They enjoy listening to the member of staff read them a story and are able to interact and talk about the characters and storyline because the member of staff pauses at intervals as she reads. Children have access to some writing utensils and paper. However, they do not currently have opportunities to engage with mark making during their imaginary play both inside and outside.

Children foster an awareness of number within the environment. Numbers are displayed around the room, on the back of chairs, hanging from a child-sized washing line and hang from the cubicles in the toilet area. They enjoy using the weighing scales and older children are successful in predicting which sides of the scales will be the heaviest. Staff extend children's learning of number through everyday activities, such as counting the seeds from the melon into a bowl and counting the pieces of Lego as they build towers and rockets. Children have opportunities to play on the computer, developing mouse skills and interacting with a variety of age and stage appropriate programs. They enjoy looking for insects with magnifying glasses in the garden area and learn about the wider world through different topics such as space and the planets.

Children have opportunities to engage with many lovely structured art activities such as making spaceships, putting paper Mache onto balloons and manipulating play dough. However, although the setting have a wide range of art and crafts materials on offer at child height, children are not encouraged to access them freely throughout the session and opportunities to create freely using their own imagination is limited. They have fun in the role-play corner and state 'oh no, something is burning' and put the oven gloves on to check the food in the toy oven.

Helping children make a positive contribution

The provision is good.

Staff act as good role models showing each other and the children equal respect. They all value the children as individuals and work hard to meet their individual needs. Children foster an awareness of other cultures, lifestyles and positive gender roles from posters, photographs,

puzzles and artefacts. The setting celebrate festivals with the children where they make arts and crafts and taste multi-cultural foods.

The nursery care for children with learning difficulties and/or disabilities and have provision for children with English as an additional language. The learning difficulties and/or disabilities co-coordinator is newly appointed to the job role and is closely supported by both the manager and area manager. She has attended the initial training course and is booked onto further courses to further her expertise. However, some of the staff team are not fully aware of who has responsibility for the designated role as learning difficulties and/or disabilities coordinator. The setting work effectively with parents and demonstrate a good understanding of procedures to follow to obtain help and guidance from outside agencies. The setting continue action plans and strategies from outside agencies to ensure consistency is achieved for the children. The nursery have a 'code of kindness' throughout the whole nursery and children are gently reminded of the rules for the code of kindness. Good behaviour is rewarded with positive praise and encouragement and staff communicate with parents about their children's behaviour to ensure consistent methods are used. Children's spiritual, moral, social and cultural development is fostered. The behavioural coordinator has a good understanding of her job role. Again, some of the staff team are not fully aware of who has the designated responsibility for this role.

Parents are happy with the provision provided for their children and all state the staff team are approachable and friendly. Staff communicate with parents verbally at the beginning and end of each day and written information is provided to support the existing verbal communications. The nursery have displayed photographs of the staff team to ensure parents are fully aware of who is caring for their children. Parents are well informed about any changes occurring to their child's day at nursery such as when they are moving to the next menu to eat more advanced foods or when they are moving to the next room. Parents receive a prospectus at the outset which details information about the provision and some policies. They are informed about the complaint procedure within the prospectus. However, this does not detail the correct information for the regulatory body. This does not ensure parents are fully aware of how to contact the regulatory body should they have any concerns.

The partnership with parents and carers for children in receipt of funded nursery education is good. The staff team conduct regular observations of the children in line with the Foundation Stage curriculum and track these into the children's records. These records are shared with parents and parents take them home every couple of months. This ensures parents are aware of their child's current developmental milestones and their next steps in learning enabling them to consolidate learning at home. Parents are well informed about the monthly topic and weekly planning is displayed with links to the areas of learning and stepping stones. Again, this ensures parents are aware of what their children are doing and consolidation of learning at home is achieved.

Children enjoy taking the nursery teddy bear home for weekends or on holidays. This is a good link for parents with their child's learning and the nursery and children are able to talk about the things they do outside of the nursery. The nursery have parents evenings once a year where parents communicate with their child's key worker about their child's development and time at the nursery. In addition, the nursery have parents seminars where parents can come and see videos of the things their children do and take part in child-orientated activities. This enables parents to continue activities and learning at home. Parents are involved with event days and come to watch their children in Christmas concerts and Easter bonnet parades.

Organisation

The organisation is good.

The staff team are qualified and all qualifications are displayed to ensure parents are fully informed. The nursery meets the needs of the range of children for whom it provides. They ensure children's needs are met because children within all rooms play with child-sized and age appropriate activities and resources. The setting are well organised and staff gain individual routines from parents about their children to ensure consistency in care is achieved.

The nursery regularly complete action plans to ensure all recommendations and improvements which are needed are addressed. The setting have robust recruitment and induction procedures to ensure staff are suitably vetted to care for the children. Staff are knowledgeable about policies and procedures for the nursery although some staff are not fully aware about who has the designated responsibility for specific job roles, such as the behaviour and learning difficulties and/or disabilities co-ordinator. The management team are well organised and all policies and procedures are in place. However, some policies need updating with current guidance and legislation.

The leadership and management for children in receipt of funded nursery education is good. The manager, deputy and area manager all work effectively together and communicate regularly to ensure the provision operates smoothly. The manager and deputy oversee the education provision on a day to day basis and the area manager monitors the education provision every one to two weeks. The management team monitor and ensure all planning is being completed in line with the Foundation Stage in order to meet all the children's needs. Any concerns are discussed and achievements are celebrated as they occur to ensure they are acknowledged promptly.

The management conduct reviews for staff during their probation period and all staff have regular one to one meetings throughout the year. In addition, staff attend annual appraisals where concerns, targets, training needs and achievements are discussed and action plans are implemented. Every staff member has a training schedule which enables them to see what training they have completed and identify any further training needs. All staff working with the funded children attend nursery education training to ensure they are fully informed and knowledgeable about how to meet the needs of the children. The staff team and management all attend regular training to ensure their expertise and knowledge is updated. All training is cascaded back to the team at staff meetings to ensure all staff gain the latest and current knowledge.

Improvements since the last inspection

At the last care inspection the nursery were asked to address four recommendations for care. They were asked to ensure that suitable domestic style furniture is available to meet the needs of babies, in order to assist their mobility and to continue their normal life experiences. The nursery now have suitable domestic style furniture in place to meet the needs of the babies in helping them develop their mobility and normal life experiences.

The nursery were asked to ensure good hygiene practices are in place regarding hand washing, particularly at snack time. The nursery now have good hygiene practices in place for hand washing. All children in all rooms wash their hands before meals and after going to the toilet. This ensures cross infection is prevented.

The nursery were asked to ensure that immediate steps are taken to promote the welfare and development of all children, in partnership with parents and other relevant parties, when concerns are identified. The nursery observe all children and use these observations to track children's development and identify any concerns. The nursery work effectively with parents and communicate with them about any concerns regarding their child's development. The nursery have effective procedures and documentation in place to ensure support and help is obtained from outside parties wherever necessary.

The nursery were asked to develop staff awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, particularly with regard to the three to five age group. The nursery ensure all staff work consistently with behaviour strategies. All staff attend a half day of behaviour training during their probation period and are shown the behavioural policy. The behavioural policy is regularly reviewed at staff meetings to ensure all staff are working consistently. This ensures the needs of the children are met.

The nursery were asked to address two recommendations for education. They were asked to provide opportunities for children to work uninterrupted on in-depth, child planned activities and to have the time to be successful. Children are given time to work and learn from activities un-interrupted and are given the time and space to be successful and learn new skills.

The nursery were asked to develop the systematic observation of children's activities in order to identify children's developmental milestones, track these milestones and plan next steps in children's learning. The nursery now observe individual children within all areas of learning and track their development. This enables staff to recognise where children are currently with their development and next steps in learning are identified.

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 all staff are fully knowledgeable about who has responsibility for specific job roles

- update some policies in line with current guidance.

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 the organisation of the routine to enable children to freely access and express their imaginations with arts and crafts
- further develop opportunities for children to make marks within their imaginary play.

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