

Cherry Tree Nurseries

Inspection report for early years provision

Unique Reference Number	EY364274
Inspection date	21 July 2008
Inspector	Hazel Christine White
Setting Address	Brandon Road, Binley, Coventry, West Midlands, CV3 2JF
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Registered person	Cherry Tree 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 good. 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 Nurseries registered in 2007. It operates from a converted village hall in the Binley area of Coventry in the West Midlands. There is a secure garden for outdoor play. The nursery serves families from the local and surrounding areas. It is open each weekday from 07:30 to 18:00 all year round. There are currently 46 children on roll. Of these, 21 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

Seven staff work with the children. Of these, five have appropriate qualifications to Level 2 or 3. One member of staff is currently working towards a Level 2 qualification and two staff are working towards a Level 4. The nursery receives support from the local authority Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. They are actively learning about the importance of good hygiene practices through established daily routines. For example, children begin to understand why they must wash their hands before meals and after using the toilet to prevent the spread of germs. They receive suitable care in the event of an accident or illness because some staff have current first aid qualifications and first aid boxes are properly stocked and readily available. Children's accident and medication forms are in place and written consent from parents to seek emergency medical advice or treatment is maintained for all children.

Older children actively learn about healthy eating through regular discussion with staff and through the completion of topic work. Children have labelled cups with lids and independently help themselves to drinking water throughout the day. A variety of fresh and dried fruit are offered at snack times. Children enjoy a nutritious lunch which is supplied by an outside catering company. The menu is displayed for parents to view and special dietary requirements are taken into account. Children's health and dietary needs are discussed fully with parents on admission, recorded and shared with staff.

Young children receive good care including sensitive nappy changing, feeding and sleeping arrangements. They follow their individual home routines and are well supported by staff at meal times to encourage their independence. Children calmly and comfortably fall asleep as they feel safe and secure in their surroundings. All children enjoy physical activity as they have set times when they use the garden. Control and coordination is being developed because children confidently use climbing equipment, wheeled toys, balls and hoops.

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, for example, external doors are locked and effective procedures are in place to monitor visitors. Children are able to move around safely and freely as identified risks and potential hazards have been minimised through the completion of risk assessments.

Children have access to good quality equipment and resources which are appropriate for their age and stage of development. They are checked daily to ensure they are safe for the children to use. Children learn about safe practices whilst at nursery because staff discuss safety with the children, such as before using the outdoor equipment and reminding children to walk and not run around the nursery. Children begin to understand about the dangers within their local environment and whilst out walking. They follow the highway code, listen carefully to instructions and stay close to a member of staff. Young children are securely fastened into pushchairs.

Fire safety procedures are clear and displayed around the nursery areas. Children are familiar with the emergency evacuation procedures which are practised regularly. Older children are able to explain what to do when they hear the alarm ring, whilst babies and very young children are physically escorted from the premises.

Children's welfare is safeguarded because staff are aware of their roles and responsibilities whilst protecting children in their care. They have a sound knowledge of the symptoms of child

abuse and they know what action to take if they have concerns. A designated child protection co-ordinator is clear of the procedure to follow and has attended appropriate training to enhance her knowledge and understanding. Children are only released into the care of known individuals.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled in the nursery. They are eager to learn and enjoy playing with a wide range of stimulating and fun activities. New skills and knowledge are acquired through planned and free-play activities, and because staff consistently join in with their play. However, at times, the size and organisation of some group activities prevent young children from participating fully and they become disinterested. Staff have a secure knowledge and understanding of the 'Birth to three matters' framework and this enables them to plan first hand learning experiences based on children's individual needs. Children's progress is observed regularly, although this information is not effectively used to plan for children's development and their next steps. Consequently, they may not be appropriately challenged.

All children are allocated a key worker and babies receive positive support from staff who spend time holding, talking and playing with them. They develop their early communication skills as they engage with staff who respond to their verbal and non-verbal sounds and gestures during play. They thoroughly enjoy singing songs and nursery rhymes and love to look at books with the support of an adult. Babies and young children have good opportunities to develop their senses as they explore a variety of objects and textures. They splash around in water and make patterns with their fingers as they paint. Babies are encouraged and supported in their early physical development as they begin to take their first steps and hold hands with adults as they dance to music.

Children enjoy positive relationships with both their peer group and staff. Their self-esteem is fostered well through effective levels of support and encouragement. Children's behaviour is good due to the staff's consistent and caring management of the children. They learn to co-operate, share, take turns and show consideration for each other. Children are actively praised for their achievements and encouraged to take pride in their own work.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a growing knowledge and understanding of the Foundation Stage curriculum and how to promote children's learning through play. Staff are caring, patient and supportive of the children in their care, they have a high regard for them as individuals and know them well. Planning is based on topics, is balanced across the six areas of learning and is linked to appropriate stepping stones. Observations are recorded in the children's records of progress and staff informally consider children's next steps in learning. However, they have not yet devised an effective system of evaluating these records to formally identify children's next steps in learning to use as an aid to future planning. Staff provide positive role models and have high expectations for good behaviour. Children are provided with good strategies to help them learn to manage their own behaviour. They are actively involved in making rules and remind one another throughout the day, for example, tucking chairs under the table and sharing toys.

Children separate from their parents well and settle quickly into the group. All children have equal opportunities for learning and they are encouraged to talk openly and freely. They are confident and interested in the activities available to them and staff join in with their

spontaneous play. However, children's learning is not maximised, because questioning by staff does not always help children think and problem solve, and everyday routines and spontaneous situations are not fully used to extend children's learning.

Children engage easily in conversation, they listen carefully to adults and to each other and talk about past and present experiences. For example, children shared their knowledge and experiences of what they did at the weekend. They look forward to circle, story and singing time and they are beginning to learn how print carries meaning. Some children are able to recognise their own name at self-registration and are able to identify their labelled work on display. Children have daily opportunities to access a good range of books and use them independently, carefully turning the pages and discussing the illustrations with each other. They particularly enjoy books that staff have made from photographs, showing children in different situations, such as on their holidays. This enables children to make up their own stories and use their imagination.

Children are beginning to use mathematical language as they engage in number rhymes and songs and are able to name shapes such as, square, triangle and circle. They compare sizes and confidentially grade toys in order of size and colour. Children use a range of small equipment, including scissors, paint brushes, glue sticks and pencils, which they are beginning to handle with increasing control. Opportunities for children to use their imagination are plentiful, such as painting, music and various role play situations. They sit in boats that they make out of cardboard boxes and re-enact situations that they have seen adults do at home, such as making tea and toast for breakfast and putting dolls to bed.

Children display their skills when using the computer and operate everyday technology in their play. For example, they enjoy talking to each other on the telephone in the home corner and operate programmable toys. Staff provide a stimulating learning environment where children are able to access good quality resources. Children's work is valued and attractively displayed around the room. Both resources and accommodation have a positive impact on children's learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are warmly welcomed, valued and respected as individuals. Staff know the children well and respond sensitively to their needs. Children are fully included in all activities and their differences are acknowledged. They are able to access a good range of activities, toys and resources which actively raise their awareness of diversity and promote their understanding of others. For example, through access to role play equipment, books and displays. Children's understanding is further promoted as the celebration of festivals is included in their topic work. Positive discussions take place during these activities and the multicultural staff team act as positive role models for the children.

Children behave well. They are fully aware of boundaries and expectations for good behaviour and are learning to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is developing as they respond to gentle reminders from staff to care for their environment, resources and each other.

Children's general welfare is enhanced and supported because parents are welcomed and important information is shared to ensure consistency. They have access to a range of

information regarding the nursery, including a prospectus, policies and procedures. Displays provide some general information for parents and they are invited to attend open evenings. Parents comment positively on the warm and friendly relationships that they and their children have with a supportive staff team.

Partnership with parents and carers of children in receipt of funding for their early education is satisfactory. They are given some details of what is in the Foundation Stage and they can view the planning which is displayed. Newsletters are used to provide general information and staff welcome informal contact with parents at the beginning and end of the day. They are able to loan books to encourage their children's interest in reading and offer to take 'AJ bear' home. A diary is kept to record his antics. Staff share information about the children's activities on a regular basis and parents can request to view their child's progress record. At present the nursery does not have effective strategies to link children's learning to home and systems to enable parents to comment on their children's progress. Although these are being developed, currently children are not fully extending their learning.

Organisation

The organisation is good.

Children are happy and relaxed in a friendly environment. The room is welcoming and resources are stored safely. Activities are varied and familiar daily routines provide children with security and consistency. There is adequate space for children to relax and play in comfort and safety. Children's welfare is promoted by visible and committed management, working alongside a friendly staff team. Records, policies and procedures which are required for the safe and effective management of the provision are well maintained. Robust systems are in place to ensure the continued suitability of staff and there are good procedures for recruitment and induction. Staff to child ratios are well maintained and children receive a good level of interaction and supervision.

The key worker system in the nursery is effective in supporting children's individual needs, staff liaise with other professionals and keep parents fully informed. Staff follow an effective induction programme and are committed to training and development to enhance their knowledge and skills. Staff have opportunities to reflect on their own practice through regular staff meetings and through the newly implemented staff appraisal system.

Leadership and management of children in receipt of funding for their early education is satisfactory. Staff work well as a team and are becoming clear about their roles and responsibilities. The manager plans the curriculum and holds meetings to discuss how it will be implemented to develop children's learning. Positive links are being established with the local authority early years team who are able to provide support and guidance regarding children's care and early education. Although staff have had no formal training on the Foundation Stage, they are trying to access relevant training courses to further enhance their knowledge of the early years curriculum and new initiatives in childcare. Managers are fully committed to continuing to develop the early years provision. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- review the organisation of large group sessions to ensure all children participate fully in the activity
- use observations to plan next steps for children's play and development.

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):

- use everyday routines and open-ended questioning in order to maximise children's learning
- use the information gained from observations and assessments to formally identify children's next step in learning and use as an aid to future planning
- improve information for parents regarding the Foundation Stage and increase opportunities for parents to contribute to their children's assessment records and to become involved in children's learning.

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