

# Cherry Tree Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	135969
<b>Inspection date</b>	07/10/2008
<b>Inspector</b>	Susan Esther Harvey
<b>Setting address</b>	7 Lodge Road, Yate, Bristol, BS37 7LE
<b>Telephone number</b>	01454 228665
<b>Email</b>	JeanetteMullen@tiscali.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Cherry Tree Day Nursery opened in 1995 and operates from a converted detached house in Yate, South Gloucestershire. The setting is registered for children on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Facilities within the setting are accessible to children with disabilities.

There are currently 58 children aged from birth to under eight years on roll. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 11 hold appropriate early years qualifications, of these, three are working towards a further qualification.

## **Overall effectiveness of the early years provision**

Children are cared for in a bright, colourful environment and make satisfactory progress in which their needs are adequately met. Children have easy access to toys and resources which encourages their independence. The setting works well with parents to promote children's welfare. However, no additional information is obtained from parents and others regarding children's learning and development needs. The setting has some capacity to improve and while the self evaluation form is not fully developed, they are addressing some aspects, for example, in group training on outdoor play. Some areas of the setting's practice is inclusive and effective procedures are in place to meet children's special educational needs.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure activities are consistently well planned and executed to further encourage children's enjoyment and achievement and promote their individual development
- ensure parents are included in a two-way process in order to obtain information about children's starting points, learning and development and capabilities
- continue to review the effectiveness of policies and procedures to promote children's welfare, with particular regard to improving general awareness of personal hygiene and safety within the setting
- ensure that where children attend more than one setting that relevant information is shared in order to maintain children's learning and development and provide continuity of care
- make sure consistent supervision is applied to people awaiting suitability checks

## **The leadership and management of the early years provision**

Children play in a welcoming environment and move freely between areas. The management have made some progress since the last inspection and staff are keen to help children learn through regular observations and assessments. The manager and owner have an adequate understanding of the Early Years Foundation Stage framework, but this is not always implemented effectively by staff. There are well documented policies and procedures in place and these are reviewed regularly. However, documents which promote some aspects of children's welfare lack effectiveness, with special regard to hygiene issues, such as the management of young children's dummies. This has an affect on young children's general health. The setting has recently started to identify areas for improvement through a self-evaluation process. This includes developing the outside area in order for children to increase their learning experiences, which was generated from all staff attending an evening training event on how to improve the use of the outside part of the setting. There is a system in place for employing suitable staff which includes interviews and obtaining references. However, consistent supervision of students and new staff awaiting suitability checks is not always followed through in practice.

Some children are provided with activities which have a learning outcome. However, others are not always given the opportunity to engage in stimulating and challenging activities to encourage their development. Parents are welcomed by staff when leaving their children in the nursery and there is some verbal communication between staff and parents at the beginning and end of the session. Parents receive a regular questionnaire in order to help the setting evaluate their service, as well as other written information, such as, a news letter and a white board in the hallway with a daily record about what children have done during their time in the nursery. Parents are invited to meetings where they can formally look at children's work and discuss their progress with staff. However, parents are not included in a two-way process in order to obtain information about the children's starting points, or their learning and development when starting in the setting. Relevant information is not being shared where children attend other settings, such as a childminder. As a result, staff are not fully informed of individual children's capabilities when planning activities, or have a full picture of children's uniqueness. A clear and informative notice board ensures parents have information about written policies and procedures, details of the regulator and a welcome to the setting notice, written in various languages.

Staff development is adequately promoted through an appraisal system organised by the manager and owner of the nursery, this is able to identify any staff training needs.

## **The quality and standards of the early years provision**

The staff have an adequate understanding of the Early Years Foundation Stage learning and development requirements. As a result, children are provided with an acceptable range of adult led and child initiated activities. Children work together

and enjoy their time in each other's company doing such things as building a train track and role play, using dressing up clothes to act out being in hospital. Children are independent and familiar with the routine. Babies and young children are cared for in a comfortable, well stocked unit, where toys and resources are available for them to use. Most children separate from their parents and carers with ease and are familiar with the staff who care for them. Staff have regard to the Special Educational Needs Code of Practice. Children who are identified as needing additional support have their needs met through working with the local authority adviser in cooperation with parents and staff.

Children are able to easily access toys and resources. For example, drawers are labelled with words relating to the content; and pictures show young children what is in a drawer or cupboard so that they can independently choose the equipment for themselves. Children are able to learn through simple science activities as they measure ingredients in order to make play dough, they choose the colour and mould the dough to mix in the colours. Children relish in the opportunity to roll out the dough, cut out shapes, and make play food for staff to enjoy. Children enjoy playing outside and take pleasure in splashing in puddles and water. Many children can recognise their name and use it confidently to self-register. Most children can count easily up to 10 and many beyond. Children show a keen interest in information technology and have planned access to a computer. They skilfully draw shapes in a variety of colours and confidently print out the finished picture for parents to see.

Children's health is adequately promoted, they wash their hands and dry them on a single towel before meals and after playing outside. Children's healthy eating is encouraged through nutritious meals and snacks, they sit down together to eat and obtaining some social skills such as being able to use a knife and fork. Fresh drinking water and beakers are provided for children to easily access a drink. As a result, children are learning to be aware of their own physical needs.

Children have some understanding of safety as they confidently know how to leave the building in the event of an emergency. Fire safety equipment is adequately maintained. Staff are sufficiently aware about the need to keep children safe. For example, the main door is monitored by staff when parents and visitors arrive and depart, a clear notice reminds staff of the procedure. Information regarding visitors to the setting is appropriately maintained. Accidents are recorded accurately and a risk assessment of the building is completed each day.

Children are developing some positive attitudes and skills for life. This includes learning how to behave towards each other, socialising and taking turns. Children learn about the wider world through activities such as cooking, making things like chapattis, as well as learning about various festivals and cultural differences, which all contributes to their economic well-being.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection Ofsted received three complaints that required the provider to take action. These complaints related to the use of work experience staff and adult child ratios not being met, a child being left unattended outside of the building without staff knowledge and to standards of hygiene on the premises.

We carried out an unannounced visit with regard to the first complaint and found that adult child ratios were being met. However, we set the provider an action to ensure that staff are effectively deployed to work directly with the children. Following the second complaint, we carried out a further unannounced visit. As a result of this visit actions were set for the provider to ensure staff are effectively deployed in order to work directly with the children; to ensure risk assessments are completed when needed and take positive steps to promote the safety of children within the setting; to maintain partnership with parents and carers so that information is shared to meet the needs of the children; and keep a record of complaints, any action taken and to provide an accurate record of staff attendance with special regard to those working directly with the children.

Following receipt of the third complaint we carried out an unannounced visit and three actions were set for the provider to ensure that babies and young children not sleeping in cots, are left in sight and sound of staff, and to provide a risk assessment for sleeping children. The deployment of staff remained an issue. We requested an action plan from the provider to detail how staff are to be deployed, to ensure risk assessments are completed and take positive steps to promote the safety of children.

We received a satisfactory response to these actions from the provider and took no further action. The registered person remained suitable for registration at the time the investigations were closed.

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.