

# Cherry Tree Nursery GB LTD (Barrington Road)

Inspection report for early years provision

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<b>Unique reference number</b>	EY370800
<b>Inspection date</b>	17/11/2008
<b>Inspector</b>	Linda Margaret Nicholls
<b>Setting address</b>	Barrington Primary School, Barrington Road, BEXLEYHEATH, Kent, DA7 4UN
<b>Telephone number</b>	0208 3037344
<b>Email</b>	
<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

The Cherry Tree Nursery and Out of School Club operates from a purpose built, single storey unit attached to Barrington School in Bexleyheath, Kent. It is managed by Cherry Tree Nursery GB LTD. There is a fully enclosed outside play area. The nursery is registered to care for 24 children in the early years age group, none of whom may be under the age of two years. Nursery sessions operate from 09.15 to 11.45 and from 12.45 to 15.15. A breakfast club operates from 07.45. An after school club operates until 18.00. The company also manage a holiday play scheme registered for 32 children aged under 11 none of whom may be under 5 years. Sessions are from 08.00-18.00. Registration does not include overnight care.

There are four experienced and qualified staff who work directly with children.

## Overall effectiveness of the early years provision

Children play creatively, show curiosity and are supported well by experienced, qualified and caring staff. Inclusion is sensitively promoted with a wide variety of resources and activities aimed to involve both boys and girls. Management systems are thorough and effective with dynamic leadership that monitors procedures and individual practice to maintain continuous self improvement, so that the needs of all children who attend are met.

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

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

- devise a system for children to learn to manage and share computer resources so that opportunities to develop an understanding and knowledge of modern technology are accessible to all who attend
- ensure the outside play area fence is securely infilled to prevent risks to children who may squeeze into the narrow space between it and the perimeter chain link fence
- consider methods to inform parents of the specific roles and qualification achievements of members of the staff team in recognition of their continuing professional development

## The leadership and management of the early years provision

The nursery is led and managed well. A recorded system of self improvement has been established with regard to the requirements of the Early Years Foundation Stage (EYFS). Managerial staff successfully and energetically work with a caring staff team so that procedures and policies are clearly understood. All members of staff are committed to promoting children's welfare and their continued professional development is reflected in children's positive attitudes towards

learning through play. Children happily play, build friendships and extend their developing skills enthusiastically.

The management team ensures all adults within the nursery are suitable and qualified to work with children. Staff are supported with their training requirements and resources are effectively managed. Children thrive and progress because staffing levels allow time for adults to interact with them. Daily plans include open access to a stimulating and delightful outside play area where children mischievously explore their physical skills and gain confidence. The nursery has an established risk assessment procedure which identifies and dates actions required to minimise risks, although a gap between a decorative fence and an unbroken, secure, chain link fence requires infilling.

Parents and children are warmly welcomed into a well resourced classroom decorated with colourful displays of children's work. They report they are very pleased with the care and education their child is receiving. Parents are offered a variety of opportunities to be involved in their children's learning and development, including a child-free morning session where they can explore the six areas of learning. Regular newsletters, leaflets and notices are displayed for parents' information although the professional roles and qualification achievements of individual staff members are not promoted. Information is exchanged daily. Meetings with key persons discuss individual children's progress and their next steps to learning. The nursery has established effective relationships with local authority, education and health professionals and competently supports all children's individual needs.

There are effective systems in place to ensure children are safeguarded. Staff are alert and aware of the steps they will take should they have concerns about a child in their care. The health and safety of all children is assured. Paediatric first aid training and child protection training is renewed for staff throughout the nursery so that members of staff are aware of current best practice.

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

Children are engaged and absorbed as they play. Staff discretely support and interact positively with children as they paint or play with puzzles. Children respond to challenging and innovative resources, such as kitchen pans hung from tree branches. Demonstrating their growing confidence they bang roasting pans with spatulas or wooden spoons to the delight of their companions. Children benefit from daily outdoor play as they push, pedal and use the mini-stepper. Children's interests are encouraged as they role play with baby dolls, or manipulate a child size crane. Members of staff routinely evaluate activities, observe individual progress and record their development to plan next steps to learning. Learning outcomes are creatively displayed throughout the nursery so parents are clearly informed of the early learning goals.

Staff work well as a team and are effectively deployed through the room and outside play area, giving direct supervision to children. Children benefit from astute members of staff who understand current expectations in the ways boys and girls

play. Resources such as the play house are used first as a home corner, then later transformed into a bakers shop where several boys act as shop keepers using a play till and swipe card to sell bread, slices of pizza and cakes. A laptop is accessible at a child height table, however, some competent children dominate its use to the detriment of others. There are a wide range of positive images of cultural and physical diversity, demonstrating everyday skills used by members of the police force, builders or dentists. Children know their work is valued because it is creatively displayed.

Children gain confidence as they learn the names of the days, colours and shapes. They learn to sign and count how many are present. They recognise rhythm and memorise movements and rhyme as they clap to singing songs such as 'The Wheels on the Bus'. Adults introduce new words such as gentle, jumpy, light and heavy and captivate their listeners with expressive repetition of sounds and words as they read the story: 'Bigger'.

Children are well behaved and kind to each other because staff encourage and praise them when they behave well. One child places her hand reassuringly on the shoulders of another who is momentarily upset. Children are encouraged to contribute to the group, spreading crackers and introducing new entrants to a self-registering system at snack time. Children learn to keep themselves safe as they tidy equipment, sit to eat and use knives and craft scissors with care.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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**

There have been no complaints to Ofsted since registration.

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.