

Cherry Tree Day Nursery & Kidz Club

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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 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 and Kidz club opened in 2004. The setting is privately owned, managed and is one of two settings run by the same provider. It operates from five rooms within a converted detached property in the New Parks area of Leicester. The nursery serves the local area and has strong links with the three local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 58 children may attend the setting at any one time. There are currently 63 children attending who are within the early years age group. Of these, 16 children receive funding for early years provision. The setting also offers care to children aged over five years to 11 years in a before and after school and holiday club. This provision is registered by Ofsted on the Early Year Register, the compulsory and voluntary parts of the Childcare Register.

The setting currently supports and has procedures to support children with learning difficulties and/or disabilities and who speak English as an additional language. There is direct access to the setting which operates on two floors. Stairs are the only access at present to the first floor.

The group opens five days a week all year round. Sessions are from 07.15 until 18.00. Children are able to attend for a variety of sessions.

The setting employs nine members of child care staff. All hold appropriate early years qualifications to level three, one member of staff is currently completing their Early Years Professional Status qualification, two hold level four qualifications and one holds a level five. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Cherry Tree Day Nursery provides a bright, interesting and stimulating environment where the activities provided encourages children's progress in their learning and development. However, at times children's independence is not always encouraged at mealtimes. Staff ensure that all children are valued, treated equally and enjoy a wide variety of age-appropriate play opportunities and experiences which keep them interested and involved. Individual needs and requirements are known by staff and well met. Strong relationships have been formed between staff, children and their peers and behaviour is good. Clear, concise policies and procedures are in place, known by staff and shared with parents. Children's welfare is well protected as practitioners are fully aware of their role with regard to safeguarding children in their care. Safety has been addressed in most areas of the setting.

What steps need to be taken to improve provision further?

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

- ensure risk assessments cover anything with which a child may come into contact
- develop current routines to encourage children's independence further during mealtimes.

The leadership and management of the early years provision

The setting has a very good understanding of the Early Years Foundation Stage (EYFS) and continually access training to keep their knowledge and skills up-to-date. Managers and practitioners work well together and are committed to continually developing the service. Children enjoy a wide variety of interesting activities and play opportunities both indoors and outdoors. Robust recruitment and selection procedures are in place which also includes thorough vetting procedures, these ensure that children are cared for by suitable adults.

Children are cared for in rooms according to their age. These are very well organised to enable them to move freely and confidently in the space available to them. Resources, equipment and furniture are in an excellent condition and systems are in place for the maintenance and cleaning of all areas. Good relationships have been formed with other professionals that support the inclusion of all children. Positive images are displayed throughout and children learn about the wider world and diversity through play, discussion and the celebration of festivals throughout the year.

Documentation that is required for the safe, appropriate management of the provision is well organised, reviewed regularly and suitably stored to ensure confidentiality. Staff have a very good understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Clear risk assessments have been completed for most areas within the setting, although the use of drawing pins potentially compromises children's safety.

Communication between parents and practitioners is good, which ensures that they are fully informed of children's ever changing needs. Children's individual routines and preferences are discussed, recorded and respected. All required policies and procedures are in place, available to parents and a written complaints procedure ensures parents are well informed of the procedure to follow should they have a concern. The setting has a positive attitude towards their ongoing improvement. Through the use of parents questionnaires, verbal communication and daily diaries, the setting effectively monitors their practice, identifying strengths and weaknesses, and have a clear aim for their ongoing development of care. The setting works closely with the local authority and local Sure Start centre.

The quality and standards of the early years provision

Children enjoy an excellent variety of interesting, stimulating activities which encourage their natural curiosity as learners. They are very happy and confident within the daily routines. Relationships with practitioners are very good and interaction is excellent as their social skills are continually nurtured.

Children's self-esteem is fostered as staff praise, encourage and support children in all aspects of their day, which results in good behaviour and a sense of pride. Children are kind, considerate and thoughtful about each other and they learn to share and take turns. Older, more confident children encourage and support the younger, less confident members of the group, which further compounds their personal, social and emotional development. They support them with the development of pre-writing skills and their independence within the daily routines, acting as good role models. Children are encouraged to become independent, however, this does not include independence at mealtimes as staff serve food and drink to them. Children freely access the full variety of toys and resources which are stored at their height. Resources are very well maintained.

Children thoroughly enjoy creative activities such as water and sand play, art and craft activities and their work is displayed throughout the setting. They competently use a variety of small tools and equipment such as rolling pins, scissors and cutters as well as developing their skills when using the mouse and the computer in a variety of programmes. Children enjoy learning about the living world and how to care for things, including the planting and growing of plants and vegetables which they tend to, dig up and then use them in cooking activities. They are eager to learn about the lifecycles of butterflies and trips to a butterfly farm further compound their understanding in this area.

Children learn about people who help us and enjoy visits from professionals such as the fire department. They use the hoses with support from the fire officers and are able to look inside the appliance. Children's physical skills are encouraged through the use of climbing equipment and wheeled toys. They enjoy music and movement and join in with favourite songs and action rhymes. The outdoor play area has been developed and includes a safely enclosed decked area for babies, allowing them to safely observe the older children when outdoors at the same time. A large tepee enables children to have stories, picnics and play under cover in all weathers. The large climbing equipment encourages the development of all of their physical skills.

Older children are encouraged to self-register and write their names. Some are able to clearly write their own names and help and support each other when forming letters. Detailed, concise information is obtained from parents, informing staff of each child's development, which they use to inform planning. This is then linked to the early learning goals to ensure the activities provided cover all areas of learning. Detailed observations and assessments are completed, enabling staff to identify children's stage of learning and development. Staff evaluate activities to ensure their learning objectives have been met. Parents are kept informed and involved in their child's day, their progress and achievements and targets are agreed. This ensures consistency of care and that staff and parents work cohesively to support their child's learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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