

# Cherrytree Nursery School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY286202
<b>Inspection date</b>	03/02/2009
<b>Inspector</b>	Mary Van De Peer
<b>Setting address</b>	149 Kingsnorth Road, Ashford, Kent, TN23 6NE
<b>Telephone number</b>	01233 636748
<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**

Cherrytree Nursery School is one of two nurseries run by a limited company. It opened in 2003 and operates from a single storey building in South Ashford, Kent. There are no stairs or steps and all toilets are on the ground floor for easy wheelchair access. A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08:45 to 15:00 except for Christmas/New year and bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 69 children on roll, all of whom are in the early years age group. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also a number of children who speak English as an additional language. The nursery employs 14 staff. There are 12 staff, including the manager/supervisor, who hold appropriate early years qualifications. There is one member of staff who is working towards a qualification. The nursery is a member of the Pre-School Learning Alliance. They also receive support from the Local Authority. The provision is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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

The nursery provides good quality care for children in the Early Years Foundation Stage. The environment is warm and welcoming to children, parents and carers. Detailed information is obtained on each child's background and interests; this results in children's individual care, learning and development needs being met. There is a wide range of interesting and challenging toys and activities for children to enjoy. The provider has clear safeguarding procedures in place which promotes children's safety and well-being.

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

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

- review use of labelling in the nursery, to help improve the opportunities for children to select and use activities and resources independently
- continue to assess and improve the balance of adult-led, freely-chosen and child initiated activities provided

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

The management have implemented effective self-evaluation processes, which helps ensure their provision continues to improve. The staff work together as a team and are committed to building on the improvements and achievements they have already made. For example, the clear and easy to use planning system identifies each child's learning needs and their next steps. Regular team meetings are held to discuss and review what has been developed and achieved, with

strengths and weaknesses identified and how care and learning experiences for children can move forward. Changes in the past months include re-organisation of the layout of the nursery and the purchase of new resources and equipment, to enhance both indoor and outdoor play opportunities. The provision is well supported by outside advisers, including health visitors and speech therapists. Staff are encouraged to attend additional training. All of this helps to successfully promote children's progress and development.

Parents confirm that their children really enjoy their time spent at the nursery. They feel there is plenty of information given to them, for example policies and procedures, helping them understand what is provided for their children. An open door policy means parents can speak to staff on a daily basis, enabling them to establish how their children are progressing. Children's folders containing observations made and the outcomes under the learning areas, are available for parents to view at any time. The positive relationship between staff and parents means the majority of children receive consistency of care and support at home.

The provision has relevant and clear procedures in place, to help make sure children are safeguarded. Managers and some staff periodically attend child protection training, helping ensure the provision has up to date procedures and is able to act quickly and correctly to protect children. Recruitment procedures are robust and help make certain staff are suitably qualified and experienced to work with children. Risk assessments covering health and safety both on and off the premises are regularly carried out and recorded. A sick children policy is regularly updated to help prevent the spread of infectious illnesses. All the required documentation, including records such as accident and medication administration information and written policies and procedures, is well kept.

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

As soon as children arrive they are keen to join in the activities with the other children. The under threes have their own area, where there are dedicated staff who know them well and interact comfortably with them. Older children play together in a larger room, where they can be joined by the two-year-olds on a regular basis. This allows siblings to be together as well as introducing the younger children to different experiences. There is low level storage throughout the nursery, which helps children to choose their own activities. However, the storage boxes are not suitably labelled, to enable all children, especially younger ones or those with learning difficulties, to easily see what the contents are. Additional resources staff know the children enjoy are also made available, such as trains and track pieces or large car garages with ramps. Children negotiate and organise themselves. Plans show how staff extend these to make them more challenging for children, for example, mark-making to music, with children creating large, wonderful and colourful 'pictures'. This is helping develop children's listening and creative skills. Resources include Montessori based equipment, such as graded wooden blocks, as well as more traditional toys. A book area, role play section, and construction and creative play materials, for example play-dough, are always made available. Tools such as scissors and tongs are competently used by older, more able children, with younger ones being encouraged to keep trying. Outdoor play is

also part of the everyday activities provided. It has recently snowed quite heavily and the children help put on their hats, coats and boots to go outside and experience the snow, some for the first time. Some children run around brushing the snow off all the outdoor equipment, watching it create white 'clouds'. Staff half fill two plastic bowls with snow for the children who are reluctant to venture outdoors. The texture of the snow stimulates good conversation from the children, for example how it 'just comes from the sky outside' and feels 'soft and hard and crisp'. Later in the day there are only children aged over three remaining at the nursery. All the children join with the adults to play a colour game, the adult asks a child to find any item of their choosing, in the room, of a certain colour. The children love the challenge of trying to find either the biggest or least obvious object, for example a chair or a cushion. At the end of the activity, the children have to put all the items back where they found them, helping test their memory. There are times when staff limit opportunities for children to continue developing their independence, for example at story times when all children are often expected to participate even when they are involved in another activity.

Staff make observations and record them when they feel it is most appropriate. These are added to the children's individual progress notes, which over time, provide a good account of how the child is progressing. This information then shows how to help develop children further. Activities are regularly evaluated and the outcomes recorded and monitored so improvements can be made where necessary. Children are benefiting from the increasing challenging opportunities.

The premises are safe and secure, with closed circuit television used to monitor arrivals at the nursery. Children quickly get to know the routine, such as when to wash their hands. They are encouraged to help tidy up if too many resources are out, making areas less safe, or at meal times. Children are learning about the importance of following rules, with the help of adults who provide guidance linked to a good understanding of children's ages and stages of development. Key persons are carefully chosen for every child, providing effective lines of communication between home and nursery, helping promote continuity of 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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 made to Ofsted since the last inspection.

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.