

Cherrytree Nursery School Ltd

Inspection report for early years provision

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| Unique reference number | EY286207 |
| Inspection date | 13/05/2009 |
| Inspector | Sue Taylor |
| Setting address | Wainwright Place, Ashford, Kent, TN24 0PF |
| Telephone number | 01233 639367 |
| Email | |
| 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

Cherrytree Nursery School Ltd is a privately owned nursery and it has been registered since 1989. It operates from an old school building in the Newtown area of Ashford, consisting of four classrooms, a playroom and a multi-sensory room. Children have access to an enclosed outdoor play area. It is open each weekday from 08.45 to 15.00 for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 108 children may attend the nursery at any one time. There are currently 149 children aged from two years to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 25 members of staff, 16 of whom hold appropriate early years qualifications to at least NVQ Level 2 and seven members of staff are in training. The setting makes some use Montessori resources and teaching methods and provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery offers a friendly environment where all children's individual care and learning needs are met well. The staff develop positive relationships with the children and this helps promote the inclusive practices. In particular, the nursery offers excellent support for individuals' speech and language development. The setting demonstrates a firm commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- consider ways to ensure that the records of achievements cover all aspects of the areas of learning
- ensure the written complaints procedure covers all of the relevant information to be shared with parents
- continue to develop involvement from parents in supporting their child's learning needs and in contributing to the records of achievements and the overall assessment process.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission for emergency medical treatment and/or advice for all children (Safeguarding and promoting children's welfare)

05/06/2009

The leadership and management of the early years provision

An effective recruitment process with very good ongoing support for staff is in place. Training is encouraged across the nursery and staff take advantage of this to further their personal development and knowledge. A good ratio of qualified staff to Level 3 more than meets the minimum requirement. The staff team are well supported by the management team and the structures in place. The required policies are in place although the detail does not always fully reflect the nurseries good practice. For example, the complaints procedure shared with parents does not note all of the finer detail such as timescales. The nursery team have a secure understanding of their role and responsibilities with regards to child protection and there is informative guidance available. Overall, recording systems are well maintained, ensuring confidentiality and accuracy, although there is no written permission for emergency medical treatment and/or advice for all children obtained. A clear risk assessment record is in place, which covers all relevant areas of the nursery and fire safety. This helps ensure the children are kept safe and secure, with risks identified and minimised. Good progress has been made since the last inspection and in addition to the recommendations made at the time, the nursery have improved other areas. For example, the outdoor area is inviting to children and the old equipment has been replaced. The improvements made have a positive impact on the overall quality of the provision. However, whilst improvements have been made with regards to children's privacy during nappy changes and the use of potties, there remains an issue with the toilets where the layout makes alterations difficult.

Feedback from parents indicate that the staff are very supportive and welcoming. Children's individual needs are fully discussed with parents and extra support is available for children with additional needs. Parents are well informed about their child's achievements and progress through discussion with key persons, the home link books or through looking at their child's records. They are able to contribute to the assessment process, although this opportunity is not often taken. Where children attend other providers delivering the EYFS, the staff ensure they make some contact to help ensure continuity of learning and care.

The quality and standards of the early years provision

Overall, there is well planned, purposeful play both in and out of doors, that results in children making progress and developing as active learners. There are good opportunities for free choice and child-led activities, although occasionally there is a little too much adult-directed play. The Montessori style resources encourage some independent learning. The staff have a good understanding of their key child's learning and care needs. The identified learning and development next steps for each child are clear and planned for. The children's records of achievement include informative observations that show how they are making progress across the six areas of learning. However these records do not effectively show progress across all the aspects in each area of learning. All children are truly valued for who they are and all are fully included in the nursery day. The staff ratios and support provided for children enables small group work and some one-

to-one attention. This all helps to ensure all children are encouraged to make good progress. Children's behaviour is excellent, they listen to staff and respond well to requests such as when asked to tidy up. Children share resources well and are willing to help others.

Children's safety and security is recognised as important and there are good systems in place to maintain this. The staff help them learn how to keep themselves safe with explanations and supervision. They have some independence as most children can access the toilet area by themselves and all children have access to their own drink bottles or use the water jugs. Plates are provided for the packed lunches to support good eating habits. The organisation of the nursery ensures children use the outside play area during the day. They thoroughly enjoy using the large play equipment for climbing and sliding, where the safety surface helps minimise the risk of injury. In the larger area of the outdoor space a sensory area with a barked play area, tyres to clamber on and herbs to smell is being developed further to be an interesting area for exploration. Children have also recently planted vegetables and flowers. The large space has enabled the more adventurous child learn how to ride the two-wheeler bikes. The children benefit from the book areas where they can share books in comfort. Their imaginative play is supported, for example, with the role play areas or as they explore different textures such as sand, water, 'flubber' and shaving foam.

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

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| 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

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| 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

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| 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? | 1 |
| 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