

Big Cherry Tree Nursery

Inspection report for early years provision

Unique reference number EY393467
Inspection date 10/03/2010
Inspector Gillian Sutherland

Setting address Mackets Lane Education Centre, Arncliffe Road,
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Type of setting Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cherry Tree Nursery and out of school club operates in designated rooms and associated facilities within the Mackets Lane Education Centre. The single-storey building is accessible to all and children share access to secure outdoor areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 79 children at any one time, of whom, no more than 44 children aged between two and five years old may attend the day nursery. There are currently 31 children on roll in the day nursery. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open from 8am to 6pm all year round except for public holidays and the Christmas period. The nursery employs eight staff, of whom seven hold appropriate childcare qualifications and the remaining member of staff is working towards a qualification. The before and after school club is open each weekday during term time from 8am to 9am and from 3.15pm until 6pm. It currently operates from nearby premises and cares for a maximum of 15 children but once the out of school club moves across into the Mackets Lane Education Centre they will offer care for a maximum of 35 children. During school holidays it opens from 8am to 6pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by staff whose in-depth knowledge and understanding of their individual needs, plus the provision of appropriate resources, ensures they make good progress in their learning and development. Staff safeguard and promote the welfare of the children attending and the activity programme is varied and includes both adult and child-led activities. Staff have begun to further develop their knowledge and understanding of the Early Years Foundation Stage framework and, to ensure continuity of care and meet the requirements of the framework, they have begun to make links with other Early Years Foundation Stage providers. They recognise their strengths and areas for development as individuals and as a team and have begun to complete a self-evaluation of the setting which ensures that plans and future training needs are clearly identified.

What steps need to be taken to improve provision further?

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

- ensure confidentiality when maintaining a record of any complaints made and the action taken to resolve those complaints
- ensure that children's starting points are clearly identified and recorded to

indicate how planned activities can help children make further progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is given a high priority within the nursery and they are fully safeguarded through robust recruitment and employment procedures. Their safety is further promoted as detailed risk assessments are carried out and any hazards or possible dangers noted, and appropriate action is taken to eliminate those dangers. The plentiful toys and resources are meticulously checked to ensure they are safe and clean.

The highly committed staff team are experienced, appropriately qualified, and their knowledge and understanding of the Early Years Foundation Stage framework ensure that children participate in an age-appropriate activity programme. The starting points for each child, however, are not recorded, thus making it more difficult for them to identify and provide activities for children that will challenge them and help them make further progress. The nursery policies and procedures are made known to staff and are also accessible to parents. Information about future nursery events are displayed on the many noticeboards around the entrance hall and the nursery rooms.

Staff are keen to attend additional training to ensure that they keep themselves updated of changes in legislation and current childcare practices, policies, records and documents have been reviewed to reflect such changes. The complaints record, however, is written in such a way that does not currently ensure confidentiality. Designated staff undertake various roles within the nursery, for example, one may be the safeguarding member of staff while other staff are trained in first aid and at least one of those staff is on duty at all times.

The quality and standards of the early years provision and outcomes for children

Children arrive at the nursery and are greeted warmly by the staff; they confidently leave their parents to go and participate in an activity of their choice. The staff team has a good knowledge of the learning and development requirements, which helps children as they learn new skills and participate in different experiences. For example, children take great delight as they help to construct the greenhouse where they are going to put their potted plants in as part of Mothers Day celebrations. Dedicated staff actively support children's learning and positively interact with them in their activities. Children thoroughly enjoy their outside play in the very spacious and well equipped outdoor play areas. Here children can run around freely on the grassed area, ride their bicycles or scooters and watch as the birds come down to the bird box to feed. Some of the children have much fun as they access the extensive range of outdoor activities, including the water play and the funnels and tubes which are attached to the fencing, and they take great delight in washing their dolls clothes and hanging them out to dry. They soon develop an understanding when playing in the water of which objects

float and which objects sink. Children enjoy painting and craft activities and the very well equipped art and craft area ensures that children are able to create their works of art, using such materials as paint, glitter, feathers and collage pieces of different coloured paper and material. Staff interact positively with the children as they begin to mark make, using paintbrushes, crayons, chalks and coloured markers which they use on the write on and wipe off board rollers and even their own handprints. Children proudly take home some of their art and craft work while other pieces may be used in the completing of their learning journeys, which the key person for each child undertakes to complete.

The creative organisation of the play space encourages purposeful play and exploration, enabling children to make independent choices and to be active in instigating their own play. Children follow examples shown by staff who are extremely good role models for them and, as a result of this, children behave well and learn to share and take turns when playing games. For example, a group of children and staff participated in a matching board game where they have to turn over two matching cards and remember where those cards are if they do not turn up a matching pair. Staff engage the children in conversation as look at the different cards they have turned over and encourage them to develop their problem solving skills by trying to think where they saw that matching card last. Children's language and communication skills are well promoted as staff talk to the children throughout the day as they participate in the very varied range of activities. Children are able to recognise their own names on the laminated cards which they use on a daily basis to self-register themselves into the setting and are able to recognise the names of different objects and people in one of the many story books which are freely accessible to them.

Gentle reminders from staff ensure that children learn about personal hygiene and the need to wash their hands at appropriate times during the day, for example, after participating in a messy play activity and always before enjoying a snack or their lunch. Children can freely access drinks of milk or water and a choice of fresh fruit is available throughout the day on the snack table. Lunchtime is a very social occasion and children are always given the opportunity to help set out the tables, firstly by putting the tablecloths on and then setting out the crockery and cutlery. The final touch on each table is a vase of flowers and, when lunch is ready to be served, staff sit down at the tables with the children and all enjoy their meal together. Children are made aware of the benefits of healthy eating and exercise through discussion with the staff as they enjoy a varied range of meals including fruits and vegetables.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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