

Cherrytown Nursery

Inspection report for early years provision

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Inspector Deborah Jacqueline Newbury

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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*.

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Description of the setting

Cherrytown Nursery is one of eight nurseries run by Cherry Nurseries Ltd. It opened in 2000 and is located in Sandhurst in Berkshire. The premises are divided into age-related rooms with children under two using the upstairs rooms and children aged two to five using the ground floor. The children also have access to a large outside play area. The nursery serves the local community and surrounding areas.

The nursery opens each week-day from 8.00am to 6.00pm all year round. It closes for a week at Christmas and on bank holidays. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and can accept a maximum of 48 children at any one time. There are currently 65 children aged from nine months to five years on roll. This includes 16 children who are in receipt of nursery grant funding. The setting welcomes children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of staff, two of whom are supernumerary. There is also a caterer. Most staff hold appropriate early years qualifications and one staff member is nearing completion of a relevant training programme. The setting receives support from within the Cherry Childcare Chain and also from the local Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Cherrytown Nursery offers a positive and nurturing environment for children's care and early education. Practitioners, supported by a committed management team, have the best interests of children at heart and plan and provide a wide range of activities that cater for children's interests and enable them to make good progress in their learning. The importance of meeting children's individual needs is fully recognised and most aspects of inclusion are promoted well. Systems for monitoring and evaluating existing practice and identifying areas for improvement are very effective which means capacity for continuous improvement and sustained development at this nursery is good.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to see and use their home language in their play and learning
- continue to develop links with other providers of the Early Years Foundation Stage to ensure a shared approach to supporting children's learning and development.

The effectiveness of leadership and management of the early years provision

Good systems are in place to ensure children are fully safeguarded. Practitioners have a secure understanding of their roles and responsibilities in respect of child protection issues and the action they should follow if they have any concerns. The company provides safeguarding training for all. Robust recruitment and vetting systems ensure the suitability of the adults working with children, both initially and on an ongoing basis through induction, supervision, monitoring and appraisal. Comprehensive risk assessments are conducted, coupled with daily safety checks of all areas used by children. The premises are secure with access strictly controlled. Good teamwork is evident and practitioners deploy themselves effectively to ensure children are well supervised and supported. Documentation required for the efficient management of the provision and to promote the well-being of children is in place.

The management team has put a lot of effort into developing rigorous systems for self-evaluation and ongoing monitoring. They seek the views of practitioners, parents, older children and others and devise realistic action plans with time-scales, which highlight areas of the provision they wish to develop further. There is a genuine desire to build upon already good systems and practice and thus continue to improve outcomes for children and families using the nursery. Recommendations from the last inspection have been addressed successfully. A high percentage of the staff team hold appropriate early years and first aid qualifications. They are encouraged to extend their knowledge further by attending training courses, which supports continued professional development. Practitioners feel supported by the management team.

Practitioners promote most aspects of equality and diversity well within the setting to help children begin to develop an awareness of the society they live in. However, although the nursery recognises the need to value the linguistic diversity of the children who attend, arrangements for encouraging individuals to use their home language and to see this reflected within the setting are a little underdeveloped. There are appropriate systems in place to support children with special educational needs and/or disabilities and help them achieve as well as they can; this includes working with parents and other agencies as necessary.

On the whole, arrangements for working in partnership with parents are very effective. Parents are confident in the care their children receive and they are invited to contribute what they know about their children on an ongoing basis. Handovers are unhurried and parents receive a daily feedback sheet, which some indicate they find a useful tool to aid discussions with their children about their day at nursery. Children's development files are sent home every three months and meetings with their child's 'childcare development supporter' offered. Parents receive regular newsletters and are given ideas for activities to do with their children at home. Consequently, children benefit from continuity of care and a shared approach to supporting their learning. There is an annual parents' evening and general information about the nursery, planned activities and its policies and procedures are provided. The nursery supports the transition of those children

moving onto other settings. This is achieved by ensuring the completion of transition sheets to aid new providers in assessing children's capabilities and learning needs, welcoming visits from local schools and attending setting meetings organised by the local authority. However, these links are not yet as well developed in instances where children attend other settings alongside this nursery.

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

Children benefit from a happy environment that has a homely feel. They and their parents are greeted warmly on arrival and helped to feel welcome. Practitioners build secure, trusting relationships with children, which aid their sense of security. Babies in need of reassurance or when they are fractious, are spoken to gently, they have their heads stroked gently and are picked up and cuddled. Practitioners respond positively to their signs, gestures and vocalisations, which supports their developing early communication skills. Older children display high levels of confidence and curiosity. They engage freely in conversation with adults and peers, asking questions, expressing opinions and negotiating turns, all of which helps children become competent communicators. Discussions about the 'code of kindness' that is in place throughout the nursery help children understand the importance of respecting others and support the development of polite, cooperative behaviour. Practitioners consistently act as good role models; they promote good manners and their effective use of praise and encouragement fosters children's self-esteem fully. Older children chat about the 'friendship stop' in the garden, demonstrating a secure understanding of the purpose of this. The 'achievement tree' in the baby unit and home-made books of the important people in their lives are a nice link with home.

Practitioners understand that children learn through purposeful play and practical first-hand experiences that take place inside and outdoors and which incorporate both child-led and adult-led activities. They engage with them positively by involving themselves in their play, asking questions that encourage them to think and building on their interest and knowledge. Some individuals are particularly adept at this. Observations are used to assess each child's progress towards the early learning goals and their 'childcare development supporter' then plans for the next steps in their learning. Children are relaxed, happy and enjoy themselves. They benefit from a predominantly enabling environment. Base-rooms are well presented, with appropriately sized furniture for the children's differing ages and stages of development and a broad range of easily accessible play materials that support all areas of learning. This encourages children's independent exploration and active learning. Resources to further enhance outdoor learning, such as magnifying glasses and torches are available in outside storage units in the garden as are smaller sized spades for toddlers wishing to play with sand, although at the time of inspection, practitioners did not ensure these were readily accessible. Children's numeracy skills are supported whilst playing board games and as they are encouraged to make links between written numerals and corresponding quantities. The use of some interesting props for this, such as photographs featuring different nursery children, make the activity more appealing as children identify their friends. They count whilst playing hide and seek. Children remain

engrossed when listening to well told stories and they choose to spend time looking at books, both independently and in small groups. There is a good selection of these on offer throughout the nursery, both factual and fiction and board and tactile books for the babies to explore. Children enjoy a variety of creative and sensory experiences. They delight in imaginative play and explore such materials as shaving foam, wet and dry cotton wool and paint. Children in the pre-school group competently use the computer, whilst younger children have opportunities to investigate toys that incorporate simple technology. Older children show independence as they put on aprons or their coats in readiness for messy play or to go out in the garden and by setting the table for mealtimes. Practitioners encourage children, when they are of an appropriate age and stage of development, to play an active role in helping to care for their environment; for example, by tidying away the toys and cleaning the tables in readiness for mealtimes.

Meals and snacks are cooked on-site and are of a healthy, nutritious nature. They look and smell appetising and are provided in sufficient quantity to enable children to choose to have seconds if they are still feeling hungry. Menus are displayed for parents and children's individual dietary requirements are catered for. Younger children are encouraged to feed themselves, with even the babies invited to have a go at this when they show an interest in doing so. Older children serve themselves and clear away their plates when they have finished eating. Children have plenty of fresh air and develop a healthy attitude to being outdoors as practitioners respond positively to the requests of older children to play in the garden, whilst those working with the babies make sure they too benefit from exploration of this area of the nursery twice a day. A lot of progress has been made since the last inspection in improving the outdoor play area so that it offers opportunities for children to participate in activities that cover all areas of learning, rather than solely catering for physical development. Plans are in place to develop the garden still further. The nursery premises and the resources and equipment used by children are maintained in a good state of cleanliness. Information about outbreaks of illness is displayed and children are supported in following good personal hygiene routines, such as washing their hands before eating and after playing outside. Practitioners help children understand how to keep themselves safe by talking to them about safety issues and intervening promptly when necessary to reinforce their awareness and explain the potential consequences of their actions.

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	2
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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