

# CherryWood Nursery

Inspection report for early years provision

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**Unique reference number**

EY405723

**Inspection date**

22/06/2010

**Inspector**

Carol Patricia Willett

**Setting address**

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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**

CherryWood Nursery opened in 2010. The nursery is privately owned and managed by Cherry Childcare and is part of a chain of eight nurseries. It is registered on the Early Years Register. The nursery operates from recently converted premises and is situated in Pirbright, Woking, Surrey and is situated close to local schools and shops. There are on site parking facilities and there is easy access to the building from the road. The premises consist of four age based play rooms with toilet and kitchen facilities on the ground floor. There is a fully enclosed area for outdoor play. All meals are cooked on site.

The nursery is registered to care for 62 children in the early years age group, of these, no more than 37 may be aged under two years at any one time. Children attend from the age of six weeks to five years. There are currently 20 children on roll. The nursery accepts children in receipt of nursery grant funding. They can support children with learning difficulties and/or disabilities and those who have English as an additional language.

Opening hours are 7:30am to 6:30 pm. The nursery opens Monday to Friday for 51 weeks of the year. The nursery closes for a week at Christmas and all bank holidays. Children are able to attend on a flexible basis, for a recommended minimum of four sessions.

There are six staff members who work with the children, all except one have a level 3 early years qualification. The nursery staff are well supported by supervisory staff from the Cherry Childcare nursery group. They receive support from the local authority early years team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

CherryWood Nursery provides a bright, child-friendly environment for the children to play and learn. Children are welcomed into the setting by well-trained, caring, friendly staff who successfully meet children's individual welfare and learning needs. Staff develop positive partnership with parents, which ensures that they are fully aware of children's individual needs and can take effective steps to meet them. There are very good systems in place to monitor and evaluate the nursery in order to continually improve and sustain development. The nursery manager and company management team are enthusiastic and positive and staff work well as a team. They provide a caring, happy environment for learning and to improve outcomes for children.

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

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

- improve hygiene procedures in the baby room with regard to wearing of outdoor shoes where babies are crawling
- ensure drinking water and cups are easily accessible to children throughout the day
- improve labelling within the nursery in English and other languages of children attending to further develop children's awareness of print.

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

Children are fully safeguarded as staff have a secure understanding of their role, responsibility and procedures for ensuring children are protected. The company has robust recruitment and induction procedures and complete ongoing checks to ensure all staff are suitable. Security is good with key-code access to prevent unexpected visitors and staff ensure that all adults sign in when they visit the premises. The day to day running of the nursery is left to the manager who is very enthusiastic, positive and very supportive of the staff who feel valued and positive about their personal development through the company training policies. Children benefit from this ethos as the nursery is continually improving. Staff deployment ensures children are carefully supervised at all times. Policies and procedures work effectively in practice and are shared with parents. Written risk assessments are completed for the premises and outings and staff are aware of the potential risks children may be exposed while outside. Staff complete daily checks to ensure children stay safe. The nursery maintains a comprehensive range of documentation which ensures children welfare is fully promoted.

Children are cared for by a newly formed staff team though many have worked for the company prior to the opening of this new provision. All are fully qualified and their knowledge is kept up to date through regular training. Staff work well together as a team. They organise the learning environment well which supports children's learning through their play. All rooms are equipped with good quality resources that are stored at a low level so children can easy access them and initiate their own play and learning. Resource budgeting enables staff to purchase items that specifically interests the children in their base rooms. Staff ensure children are provided with an inclusive environment and that they learn about valuing each other's differences. Through effective self-evaluation, which includes the views of staff, parents and children, the nursery identifies areas for improvement and future development. An action plan is in place to prioritise areas for development.

Staff recognise the importance of having strong relationships with parents to ensure children's good progress. Detailed information is obtained from parents by the children's development supporter. This is used to inform the care provided for children and a starting point for their education. Parents are kept very well informed about their children's routines and the Early Years Foundation Stage, through information displayed on notice boards, newsletters and daily discussion with staff. Parents report through a company questionnaire that they are very satisfied with the care offered to their children. Discussion with parents show they always feel welcomed into the setting and staff are friendly and approachable.

Regular meetings, discussions and the nursery parent support group provide opportunities for parents to be involved in their children's education. The nursery is developing good links with the local community and with local schools as they participate in local fete activities. They have effective procedures in place should children attend other settings to provide a coherent approach to children's learning and welfare.

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

Children are settled and relaxed within the nursery and they make good progress as they receive lots of attention and support from the warm, caring staff. Children confidently approach all adults to chat showing that they feel safe and form secure trusting relationships. Children actively occupy themselves. They show good levels of concentration when mark making, or making pictures with a range of craft materials and enthusiastically initiate their own play. Children make good progress in their development as staff use good teaching techniques in extending and developing learning through play. Staff know the children well and they make regular recorded observations of children which are used to plan for children's next steps. Observational and summative assessment records are shared with parents to keep them involved with their child's learning. The management team have identified this as an area for future development in order to make observations more meaningful and to ensure records are updated on a more frequent basis.

Children make good progress in their development as staff plan and provide a good range of activities and resources covering all areas of development. Older children learn to write their names and younger children enjoy the opportunity to mark make as they finger paint and use felt-tip pens. Children order their thoughts well before talking as they role play in the kitchen making tea and chat to each other and staff. Babies learn the art of communication as staff spend lots of time talking to them and looking at books. Staff are skilled at recognising babies' needs through their nonverbal communication. Children have good opportunities for their physical development. They love to dance and sing to the nursery music and movement discs such as 'Wake Up and Shake Up' sessions. They ably manoeuvre wheeled toys in the outside play area and enjoy playing with golf clubs, bats, balls and hoops. Children show an understanding of number as they confidently count and thread reels and recognise number shapes as they complete jigsaws. Children happily take part in craft activities and explore glue and paint and use tools as they make pictures with tissue paper and model with play dough. They learn about the natural world through planting grass and growing potatoes in the nursery garden planters. They care for tropical fish and learn about lifecycles as they watch caterpillars change to butterflies. Babies and younger children enjoy play with sensory natural materials in treasure baskets.

Children feel safe, gain a sense of belonging and make good progress in their development as staff know them all very well. Babies settle quickly due to the flexible settling in procedures and caring affectionate staff. Their emotional well-being is well supported with appropriate cuddles from staff and soothing conversation to ensure they are settled and happy. Children are happy and enjoy

their time in the nursery and they establish good relationships with all staff. Children behave well as staff sensitively reinforce clear and consistent boundaries and the children are kept fully occupied in activities that interest them. Children learn about the golden rules and code of kindness which help them to understand what is expected of them. Staff act as good role models treating children with respect and affection. They constantly praise the children and their efforts and achievements which develops the children's confidence and self-esteem. Children share, take turns and show care and concern for others. Older children praise the kindness of their friends as they help them complete jigsaws. Babies delight in the praise, claps and smiles they receive when they take their first steps in walking which encourages them to persevere.

Children learn about keeping safe as staff ensure they practise fire evacuation procedures and how to cross the roads safely on their outings to the green and pond across the road. They learn about healthy living as they have regular opportunities to play outside. They have very nutritious healthy meals and snacks which are freshly cooked on site. Menus are displayed for parents and children's individual dietary requirements are catered for. Different coloured plates identify any special dietary needs. Meal times are relaxed social occasions and staff ensure babies develop independence as they are able to feed themselves when they show an interest in doing so. Children are developing a good understanding of hygiene practice within the daily routines as they wash their hands at appropriate times. However, babies are not fully protected from the spread of germs or infection as outdoor shoes are worn in the areas they crawl. Water is not freely accessible to the older children throughout the day though they are offered drinks at meal and snack times.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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