

# Cherry Tree Bi-Lingual Day Nursery / English-Spanish

Inspection report for early years provision

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<b>Unique reference number</b>	EY405834
<b>Inspection date</b>	09/07/2010
<b>Inspector</b>	Sandra Daniels

<b>Setting address</b>	15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH
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<b>Telephone number</b>	07886 636589
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

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## **Description of the setting**

Cherry Tree Bilingual Day Nursery opened in 1994. It was re-registered in 2010 under joint ownership and operates from a converted house in Hemel Hempstead, Hertfordshire. All areas of the premises are included in the registration. The baby room is situated on the first floor and the pre-school and toddler room children are accommodated on the ground floor. All children have access to a secure enclosed outdoor play area. A maximum of 33 children under five years may attend the nursery at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll in the early years age range. Children come from a wide catchment area. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open Monday to Friday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. The provision employs ten members of staff who work directly with the children all of whom hold either a NVQ Level 2 or 3 early years qualification or a degree in childhood studies.

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

Overall the quality of the provision is satisfactory.

The setting meets the needs of all children because the manager and her staff monitor their progress towards the early learning goals. Some systems to support the educational provision are somewhat limited. They provide a range of activities and opportunities for children and support children who are learning English as an additional language or who have special educational needs and/or disabilities. There is a capacity to improve because the staff update their training regularly and the manager reviews policies and procedures to ensure they meet requirements. The staff team is beginning to evaluate the provision to identify areas where they can make changes.

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

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

- review systems to help parents to support and extend their children's learning and development and to contribute to their assessment records
- ensure that plans indicate how they link to the areas of learning in the Early Years Foundation Stage
- review procedures to ensure that initial assessments of each child clearly identify their starting points.

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

There are effective safeguarding procedures that promote children's welfare which staff know and follow if they have any concerns about a child in their care. The security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in all areas. Children's health and welfare is supported as the staff complete established consistent hygiene and safety procedures. Children are able to access water independently from a water station which is clean and maintained well. All required records, policies and procedures are in place and are carefully maintained. Secure structures are in place to ensure staff are suitable for their role and are clear about their day-to-day responsibility.

Children's learning is successfully promoted as the staff are knowledgeable in implementing the learning and development elements and have secure knowledge of the welfare requirements of the Early Years Foundation Stage (EYFS). The mix of focussed and child-initiated activities ensure all children experience activities that meet the areas of learning. Planning is led by children's interests and individual areas of development. Activities are adapted, changed and extended to reflect children's involvement and interest. Individual progress is monitored by using planned and spontaneous observations of the children, most with identification of next steps. However, there is not yet a clear system in place to record what children already know and what they can already do when they first start in the nursery.

The manager and staff are passionate about their work and they are beginning to reflect on and evaluate some aspects of the setting both as a staff team and individually. Inclusive practice, equality policies and procedures are implemented throughout the group so that all children have their welfare needs met and achieve as well as they can. Partnership with parents and carers is effective and parents are very positive about the setting. Some actively choose for their children to remain at the setting until they attend full-time education. Individual family, culture and religious needs are recognised, supported and celebrated. Staff gather information as parents complete a personal profile for their child before they start. They receive a nursery booklet that details all aspects of the setting. Alongside routine discussions each family have a planned consultation with their child's key worker and parents are encouraged to provide feedback about their child both in the setting and at home. However, parents are not yet facilitated to actively contribute to their child's learning journey and assessment profiles. Liaison with other agencies is well-established with a sharing of information between professionals.

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

A key person for each child develops sound knowledge of their care and learning needs, so they can plan activities for them. However, plans do not always indicate

how the activities and experiences link to the six areas of learning. Outdoor play is accessed in all types of weather by all children to create a healthy lifestyle and develop a range of skills. The outside area is divided into different sections to provide varied opportunities for children. There is a rabbit, some ducks and chickens. Children learn about caring for living things as they help to feed the animals and see the eggs being collected from the hens. There is a theme or topic, such as seasons, with planned focus activities which ensures purposeful play and exploration. Free choices and child-led activities are also promoted. All babies and children begin to learn Spanish; through songs, rhymes and hearing commonly used words. Signs and labels around the setting appear in both English and Spanish.

Children develop a positive awareness of themselves and their needs through the examples set by staff who use praise and encouragement. Children become aware of how to behave and share. Adults teach children to behave in ways that are safe for themselves and others, reminding them not to run indoors and to look where they are going when riding bikes outside. Progress is developing in the use of sounds as babies learn to talk and older children sing and enjoy rhythm in their play. They participate in regular music sessions where they can express themselves artistically. Children develop mark-marking skills in different ways as staff provide such mediums as dry sand to draw in. Children make progress for their future, skilfully using the computer and enjoy a range of games and work tasks, telling others "you have to click on this one". Staff ask open-ended questions and older children are confident and eager to share their knowledge or ask questions to extend it. Celebrations and festivals are planned to enhance children's awareness of the wider world. Children are encouraged to be active and healthy and spontaneously climb and slide on the equipment outdoors or pedal wheeled toys skilfully, organising themselves to line up and park in a line as a part of imaginary play. Children use a variety of textures to create pictures during a range of craft activities, and happily engage in role play, dressing-up as 'people who help us' and their favourite characters. Overall, children are making sound progress, are happy and confident in the setting.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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