



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY286222

DfES Number:

INSPECTION DETAILS

Inspection Date	03/03/2005
Inspector Name	Silvia Richardson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cherryli Nursery
Setting Address	40 Tyrwhitt Road London SE4 1QG

REGISTERED PROVIDER DETAILS

Name	Mr Lionel George Hunt
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cherryli nursery opened in 1999. It operates from group rooms set out over the ground floor of a converted and extended residential premises and has use of an enclosed outside play area. The nursery serves the local area. The group opens five days a week all year round. Sessions are from 08:00 to 18:00.

The nursery is registered to provide full day care for 25 children from two years to under five years. There are currently 17 children from two years to under five years on roll. This includes ten funded 3 year and 4 year olds. Children attend for a variety of sessions.

The setting supports children with special needs and children who speak English as an additional language.

Four full-time staff work with the children. More than half the staff have early years qualifications to NVQ level 2 or 3. One staff is currently working towards a recognised early years qualification. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early Years Advice and Resource Network (LEARN).

How good is the Day Care?

Cherryli Nursery provides good care for children. The setting is very well organised, clean and tidy, bright and attractive. There is a good range and balance of toys and play materials and a wide variety of outside play equipment. Staff generally select resources for the children and set them out attractively to encourage interest and use, helping children to make good progress in most areas of development. Children's choices are sometimes limited and they are not always able to express preferences, particularly with regards to use of books.

The routine provides well for younger children's welfare needs but does not always

promote and support older and more able children in gaining independence. Much is done for the children where they are very capable of doing things for themselves. The schedule of activities meets children's overall learning needs and they participate in a wide range of worthwhile and interesting activities that promote knowledge and understanding of different cultures and customs. Children have many opportunities to use art and craft materials for different purposes and their creative work shows a good sense of composition.

Children are happy, sociable and enjoy the company of their peers. They demonstrate a strong sense of belonging and enjoy playing together in both small and large groups. Children are generally co-operative with staff and comply with a fairly structured routine. Staff frequently praise children and tell them that they are doing well. Positive strategies are used to manage behaviour that help children develop a sense of responsibility for themselves and others.

Good information is available to parents about the nursery and its policies and procedures. Records are kept of the children's progress and individual targets are discussed and agreed. Other records are generally well kept and only minor improvements are suggested together with more appropriate arrangements for nappy changing and handwashing.

What has improved since the last inspection?

Good progress has been made since the last inspection.

The provider was asked to conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks. Safety precautions are taken and measures are in place so that premises are safe and secure.

The provider was also asked to demonstrate evidence of training certificates in first aid and food hygiene. It is understood that the provider holds current certificates of qualification in both these areas.

What is being done well?

- The nursery environment is well presented and conducive to the provision of good quality childcare.
- The range of resources afford children much variety and a good balance of activities that meet their all round play and learning needs.
- Staff create a busy and happy play and learning atmosphere that enables children to develop confidence in playing and talking together in small and large group situations.
- Children have good opportunities to play spontaneously and to develop their imagination and creative skills, through use of a wide range of play materials and scheduled free-play.
- Staff consistently praise and reinforce desired behaviour and help children to feel valued and appreciated.

What needs to be improved?

- Opportunities for older and able children to experience more independence in selecting resources and self-serving at meal and snack times.
- Records accounting for the times children are in the care of the provider.
- Arrangements for nappy changing and children's hand washing.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	keep written records that accurately account for times the children are in the care of the provider;
3	create opportunities for older and able children to experience more independence and to think for themselves, selecting resources and self-serving at meal and snack times;
7	make suitable arrangements for nappy changing and children's hand washing that promote good personal habits and hygienic practices.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Cherryli Nursery provides good quality nursery education that helps children make generally good progress towards the early goals. There are particular strengths in leadership and management, activity planning and target setting for individual children.

Teaching is generally good. The nursery environment is well planned and organised to address and meet the play and learning needs of children. A good range and balance of resources are selected and used purposefully and constructively with the children and learning intentions are clearly identified. Planning links well to observations and appropriate targets are set for individual children. Opportunities for older and more able children to develop independence in choosing and selecting resources and self-serving at meal times are limited. There are also some missed opportunities during the course of the routine for children to practice and develop maths skills.

Leadership and management are generally good. Leadership is strong and provides clear guidance for staff in the planning and provision of suitable activities. The manager has a palpable influence on teaching methods used and delivery of the early years curriculum. The programme of activities clearly identifies learning areas although the structure of the routine provides few experiences for older and more able children to make choices and decisions.

Management is committed to promoting the welfare of the children and to improvement of care and education for all the children.

Partnership with parents are generally good. Much written information is available about the provision and children's progress is discussed and shared at regular intervals. Key workers are not appointed specifically to work with individual children and their parents and the manager takes most of the responsible for forging links. Parents have opportunities to express preferences about how their children's needs are met in the setting and these are acknowledged in general terms.

What is being done well?

- Sound leadership and management in the planning and provision of an appropriate learning environment and suitable resources and activities.
- Learning intentions clearly identified with appropriate targets set for individual children.
- Opportunities for children to play spontaneously, develop imagination and creativity through free-play and planned focus activities.
- Provision of practical 'hands on' play and learning experiences that develop children's knowledge and understanding of different cultures and customs

and provide opportunities for children's learning about aspects of living things.

- Opportunities for children to use a range of materials and mediums for different purposes and for practicing and developing drawing and writing skills.

What needs to be improved?

- Opportunities for older and more able children to become independent learners, to make some choices, to think for themselves and to self-serve and have access to a full range of cutlery at meal and snack times.
- Opportunities for children to choose and select books for themselves to develop concepts of reading for pleasure and books as useful reference material.
- Opportunities for children to count, estimate and calculate during the course of the daily routine, so that they can practice and develop mathematical concepts and skills and also opportunities for children to talk about natural objects, colours and shapes outside of focus activity times.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are well motivated and have a positive approach to new experiences. They are confident in working and playing together in groups, participate well and show enthusiasm. Children form good relationships and demonstrate a sense of belonging. Children respond appropriately to adult guidance and co-operate with the routine and schedule of activities. Children are capable of independent learning although have limited opportunities to choose and select resources or self-serve at meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are lively and confident talkers and enjoy attention through conversation about what they are doing. They have good opportunities to use a range of resources for mark making and demonstrate emergent writing. Children recognise and 'sound out' letters during the course of activity and understanding that labels and signs carry meaning. A good range of books are available to children although these are not always used appropriately to develop experiences in reading for pleasure.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and use some number names spontaneously. They recognise figures and are able to show and count out numbers in sequence through songs and rhymes. Children have limited opportunities during the routine to count out objects, to estimate and calculate. They are able to talk about shapes and size during focus activities and explore patterns and colours. At these times, adults introduce mathematical language and children use terms spontaneously during free-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore objects and show interest in their properties and purpose. They are able to describe simple features of objects and events and are able to draw and paint these. Children investigate construction materials and are encouraged to build, design and make things. They are able to fit pieces of puzzle together and use simple equipment purposefully. Children are developing a sense of time and place and an understanding of different cultures and customs through practical activities.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move around spontaneously in the outside area and are able to steer and pedal a range of wheeled toys. They are able to use balancing and simple climbing equipment with skill and agility but more able children are not fully challenged in this area. The wide variety of resources provide children with good opportunities to develop hand and eye co-ordination. Children are able to use a range of tools but basic provision of cutlery at meal times inhibits promotion of fine motor skills.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to play spontaneously, imaginatively and creatively with a range of resources, although play experiences are sometimes cut short and time limited. Children participate in a good range and balance of art and craft activities and their drawings and paintings show a good sense of composition. Children explore and investigate the texture and shape of objects and materials using all their senses during focus activities and respond well to singing and musical activities.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issue one:
 - Create opportunities for older and more able children to become independent learners, to make some choices and decisions about what they want to do and be able to self-serve and have access to a full range of cutlery at meal and snack times.
- Key issue two:
 - Provide opportunities for children to choose and select books for themselves to promote positive experiences of reading for pleasure and books as useful reference material.
- Key issue three:
 - Create opportunities for children to count, estimate and calculate during the course of the daily routine, so that they can practice and develop mathematical concepts and skills and also opportunities for children to talk about natural objects, colours and shapes outside of focus activity times.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.