



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY219568

DfES Number: 548339

### INSPECTION DETAILS

Inspection Date 20/07/2004  
Inspector Name Carol Newman

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Cherrystone Nursery  
Setting Address 1 Dell Lane  
Stoneleigh  
Surrey  
KT17 2NE

### REGISTERED PROVIDER DETAILS

Name Cherry Nurseries Ltd. 02744325

### ORGANISATION DETAILS

Name Cherry Nurseries Ltd.  
Address Weybourne House  
St. Peters, Guildford Road,  
Ottershaw, Chertsey  
Surrey  
KT16 0RR

## 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

Cherrystone Nursery has been part of Cherry Childcare since August 2001. The nursery has been established in the Stoneleigh area since the late 1980's.

The building has been converted from a disused dairy. Children have access to age appropriate, designated rooms for quiet activities, messy play and sleeping. There is a large, fully enclosed outdoor play area.

The nursery serves the local community and surrounding areas. Opening times are five days per week from 07:30 to 18:00 hours, all year round, excluding Christmas and Bank holidays.

There are currently 86 children on roll. This includes 19 funded 3-year-olds and 7 funded 4-year-olds. The setting has procedures in place for caring for children with special educational needs and/or English as an additional language.

There are 22 members of staff who work with the children on various days, of which 14 have a recognised early years qualification. Three members of staff are on a training programme and twelve members of staff hold a current first aid certificate.

The setting receives support from an early learning advisor from the Early Years Childcare Service.

### How good is the Day Care?

Cherrystone Nursery provides satisfactory care for children.

The premises are safe and secure and staff take positive steps to promote safety within the setting. Staff understand their responsibilities in the event of fire and fire drills are carried out on a monthly basis. Regular risk assessments are completed and steps are taken to address any identified hazards. Good procedures in place for the administration of medicines and to protect children from illness and infection, however children in the 3-5's room do not wash their hands before eating their snack. Toilet and nappy changing facilities are of high quality.

Children are provided with healthy meals and snacks and regular drinks throughout the day.

Children are involved in a broad range of suitable activities. Toys, equipment and materials are used effectively to support children's play, however no suitable domestic style furniture is available to assist babies with the development of their mobility skills and to continue their normal life experiences. Children have access to an appropriate range of resources that reflect the diversity of today's society and children are grouped appropriately according to age.

Staff have knowledge of the Code of Practice for the identification of special needs, although they are not proactive in implementing appropriate procedures when concerns are identified. Good behaviour is valued and encouraged through the use of positive praise, however behaviour management strategies are not consistently applied in the 3-5's rooms.

Children are looked after according to parents' wishes and the setting complies with local child protection procedures.

All policies and procedures are in place, securely stored and well maintained.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- Children are grouped appropriately and are involved in a broad range of suitable activities.
- The premises are safe and secure and staff take positive steps to promote safety within the setting.
- Good procedures are in place for the administration of medicines and to protect children from illness and infection.
- Children are provided with healthy meals and snacks.

#### **What needs to be improved?**

- the provision of domestic style furniture in the baby room
- the procedures regarding hand washing before snack time in the 3-5's room
- staff's implementation of the special educational needs procedures
- staff's understanding of appropriate behaviour management strategies particularly in the 3-5's room

**Outcome of the inspection**

Satisfactory

**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
5	Ensure that suitable domestic style furniture is available to meet the needs of babies, in order to assist their mobility and to continue their normal life experiences.
7	Ensure good hygiene practices are in place regarding hand washing, particularly at snack time.
10	Ensure that immediate steps are taken to promote the welfare and development of all children, in partnership with parents and other relevant parties, when concerns are identified.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, particularly with regard to the 3-5 age group.

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

### How effective is the nursery education?

The provision of nursery education at Cherrystone Nursery is acceptable and of good quality overall. Children are making very good progress in physical development and generally good progress in all other areas.

The quality of teaching is generally good. Staff devise extension and support activities, however, more able children are not sufficiently challenged. Children learn through a range of adult led practical activities in all areas of learning and these are supported by a suitable range of equipment. Children are encouraged to interpret the planned activities creatively and their work is valued and attractively displayed. Children are eager to develop their own ideas and experiences, however time during the daily routine to do this is limited. Staff encourage children's learning at meal times. Children generally behave well when engaged in purposeful activities. Activities are well managed, although children do not use the available resources independently.

Staff's knowledge of the children is used to inform record keeping. Procedures are in place to enable children with special educational needs and English as an additional language to join in the full range of activities, however staff are not proactive in implementing these procedures.

The leadership and management of the nursery are generally good. Staff are encouraged to access the nursery group training programme and area management visit the setting regularly to support the staff team. The management are committed to the improvement of the educational provision, although weaknesses in the current provision have not been identified.

The partnership with parents is very good. Parents are well informed about the nursery activities and routines and are encouraged to support children's learning at home. Staff and parents share observations about the children and regularly discuss the children's progress.

### What is being done well?

- Children are encouraged to interpret the planned activities creatively. Their work is valued and displayed attractively.
- Children move confidently outdoors. They use a range of small and large equipment with increasing control.
- Children have access to a well planned range of adult led activities that encourage progress in all six areas of learning.
- Staff promote good relationships with parents. They work together for the benefit of the children.

**What needs to be improved?**

- the opportunities for children to work uninterrupted on in-depth, child planned activities and to have the time to be successful
- the systematic observation of children's activities in order to:-
- identify when knowledge skills, understanding and attitudes have been achieved by individual children;
- plan the next steps in children's learning so that all children are stimulated and challenged;
- inform children's records;
- inform staff so that they can respond appropriately to children to engage them in their learning.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children confidently engage in conversation with adults and peers. They express their feelings appropriately. Children show concern for their African snails and tadpoles and play co-operatively at the water tray and in the sand. Children pour their own drinks at snack time and take turns to lay the table and hand out the lunches. Children celebrate different cultural festivals during the year. Children are reluctant to select resources and some children do not engage in purposeful play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children express themselves clearly. They use talk to give new meanings to objects in their play. They describe imaginary situations. Children link sounds to letters through the "Jolly Phonics" system and to find their names at lunch time. They use books for enjoyment and to locate information for their "My World Around Me" topic. Children write their names on their work. They write their own recipes and letters of thanks however, they do not select the available resources to write freely.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count the cutlery needed for lunch. They draw around their hands and feet and count their fingers and toes. Children make coin rubbings and identify the numbers on them. They sequence the page numbers when they repair their books and sort according to size for Goldilocks and the Three Bears. Children recreate patterns and make a range of collage shapes such as oval, trapezium, heart and circle. Children are not given time to complete activities and to use mathematics to solve problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children care for their African snails and tadpoles. They observe change when they watch ice melt and bake cakes. They use collage and packaging to build and construct. Children operate simple computer programs efficiently and make telephone calls in the home corner. Children readily talk about home events. They draw pictures of their home and family for a wall display and make papier mache globes. Children have limited understanding of the cultural differences within the group.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children climb confidently on the climbing frame and jump down with ease. They cross the bridge and crawl through the tunnel. Children ride tricycles, balance on stilts and bounce on hoppers. Most children show an awareness of their own space and that of others as they move around the room. Children construct with a range of materials for activities related to their topic work. They thread pictures of soldiers, cut card and use large brushes to paint the columns for their castle.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and texture when they make rainbow fish, parrots, mobiles and a collage Elmer for their topic work. Children interpret adult led activities for themselves as they make tubular instruments and print with wellington boots and their fingers. They make up role play scenarios in the sand tray, in the home corner and the book corner. Children use their senses to make feely books and sand pictures. Children have limited opportunities to engage in child led 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**

- provide opportunities for children to work uninterrupted on in-depth, child planned activities and have the time to be successful
- develop the systematic observation of children's activities in order to:-
- identify when knowledge skills, understanding and attitudes have been achieved by individual children;
- plan the next steps in children's learning so that all children are stimulated and challenged;
- inform children's records;
- inform staff so that they can respond appropriately to children to engage them in their learning.

*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.*