



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119979

DfES Number: 521842

### INSPECTION DETAILS

Inspection Date 01/03/2005  
Inspector Name Carol Patricia Willett

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Cherrylands Nursery  
Setting Address Sopwith Drive  
Brooklands Business Park  
Weybridge  
Surrey  
KT13 0YU

### REGISTERED PROVIDER DETAILS

Name Cherry Nurseries Ltd.

### ORGANISATION DETAILS

Name Cherry Nurseries Ltd.  
Address Weybournwood 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 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

Cherrylands Day Nursery is one of a group of eight nurseries in the Cherry Childcare group. It opened in 1995 and operates from purpose built premises on a business park on the outskirts of Weybridge in Surrey. Children are accommodated in age related groups within two areas. The children age two to five years have access to three rooms covering the areas of development. There is an enclosed outside play area.

There are currently forty children from three months up to five years on roll. This includes seven children who are in receipt of nursery funding. Children attend for a variety of sessions. The nursery welcomes children with special needs and those who speak English as an additional language.

The nursery opens five days a week all year round from 08:00 to 18.15, apart from a week between Christmas and New Year and Bank holidays.

Eleven full time staff work with the children with the manager supernumerary. Four of the staff work with the funded children and all have early years qualifications. Nine staff hold relevant childcare qualifications and two members of staff are currently on training. The setting receives support from an early education advisor from Surrey.

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

### How effective is the nursery education?

Provision at Cherrylands Nursery is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

Teaching is generally good. Good relationships are formed with the children. Staff are friendly and attentive providing a calm environment for the children. The use of praise and positive language ensures children develop good self esteem. Clear explanations of consequences of actions help children behave well and learn to respect others. Good questioning techniques extend children's learning and thinking. Planning and assessment records show clear links to the early learning goals however staff are not always aware of the learning objectives.

Leadership and management is very good. The company provide good support to staff through regular visits from the area manger. Other specialists are employed to develop training and planning. Records and systems are updated as they learn from inspections and training. This ensures an effective learning environment is provided for the children. Staff are enthusiastic and well motivated to develop knowledge and skills. There are good systems in place to monitor staff performance. Staff are well deployed and time is used effectively to ensure all areas of development are covered. They meet regularly to discuss issues and share training.

Partnership with parents is very good. Parents have good opportunities to be involved in children's learning and have good information on how to continue learning at home. They bring items from home to support topics. They receive good information about children's progress on an informal daily basis and at planned meetings. They receive regular written reports. They receive good information via the noticeboard, newsletters and the prospectus. Seminars are arranged to explain the foundation stage curriculum and children's education at the nursery.

### What is being done well?

- Children are happy and well motivated. They join in activities with enthusiasm. They show flexibility as they respond to changes in the daily routine. They are well behaved and co-operative. They learn respect for others as they talk about the code of kindness and enjoy their jobs to lay the table, give out the dinner and to feed the fish.
- Staff are friendly and caring and build trusting relationships with the children. They use good teaching strategies to develop children knowledge and understanding. This is consolidated as they review the session and children show each other the work they have done.
- Parents receive good information about their children's progress and are encouraged well to be involved in their children's learning. They receive good information about their child's progress from informal daily feedback and from

planned meetings. Seminars are arranged for parents to provide information about the nursery curriculum and the early learning goals.

- The management team offer good support to the staff. There is a very good commitment to continue to improve all aspects of the provision as they make changes from knowledge gained from inspections and training.

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

- Children's access to books including information books and opportunities for children to know about the book title and author
- opportunities for children to develop calculation skills and problem solve in practical daily activities
- children's knowledge and understanding of adult roles in the community through seeing visitors into the nursery
- staff's understanding of activity objectives to ensure children are sufficiently challenged.

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

At the last inspection the nursery were required to develop children's interest and confidence in writing by incorporating more writing into play situations and providing more materials for children to undertake their own writing. There has been some progress made in this area as clipboards and pencils are provided in the home corner and other areas of the nursery. Children sometimes write on the paper on the clipboard but there is a limited range of media such as notebooks, postcards, diaries to encourage children to develop emergent writing in play situations and for a variety of purposes. Children are encouraged to write their names on their work.

The nursery were also required to link the planning of new activities more closely to the outcomes of previous assessments so that activities offer sufficient challenge for children who learn more quickly and incorporate a list of questions to promote deeper thought and discussion. They had to make sure plans for language and literacy focus on rhymes and letter sounds. There has been very good progress made in this area. Children learn initials letter sounds daily through the Jolly Phonics scheme. Plans show children have good opportunities to learn nursery rhymes and listen to rhyming stories. Music and movement sessions enable children to sing rhyming songs. There is a new planning scheme in place which shows how activities can be extended for children learning at different rates. Staff use good questioning techniques too extend children's thinking and learning. Children's achievement profiles plan for next steps for learning and these inform planning of focus activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and interested in their play. They are well motivated, share resources and take turns. They are co-operative listen well and follow instructions. Their independence skills develop well as they pour their own drinks, go to the toilet, wash hands and complete their jobs helping give out the dinners. They understand right and wrong and the consequences of their behaviour from the introduction and daily reinforcing of the code of kindness.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to speak in the group and to each other. They approach adults to initiate conversation. They use good imaginative language as they play with sand and in the home corner. They have good phonic awareness, recognising the letter sounds and shape and link them to words they know. They write recognisable letters and can recognise and write their names. Children do not freely access information books and the site of book corner limits children's access to books.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count and recognise numbers up to nine. They are aware of higher numbers as they talk about the date. Counting is reinforced throughout the day. They compare pieces of fruit to the number of children however there are limited opportunities to calculate during the day. Children use a range of resources to develop concepts and skills including jigsaws and board games. They weigh ingredients when cooking. They know basic shapes and can find them in the room.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a variety of materials to build and design models including construction toys, playdough and recycled materials. They explore sand and water and know dry sand does not make castles. They enjoy using the computer showing good mouse control. Children observe changes in the weather, seasons and when cooking pizzas for their dinner. They observe living things as they feed the fish and watch tadpoles change. There are limited opportunities for children to learn about adult roles.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move safely and confidently around the room and show good awareness of others in the small space. They show co-ordination and control when playing parachute games and joining in with a music and movement session. They show good manipulative skills when using a range of tools including paint brushes, scissors, rolling pins and cutters with playdough. Children develop balancing and climbing skills as they access the outdoor equipment and pedal ride on toys and throw and kick balls.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children develop good imaginative skills as they construct a range of models, role play in the home corner and develop scenarios when at play with cars in the sand. They enjoy singing and join in with enthusiasm matching words and actions, clapping and tapping in time to the rhythm at music and movement sessions. They explore colour and texture as they make group and individual collages for wall displays. They use a variety of materials and painting techniques to create pictures and models.

**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**

- improve children's access to books including information books so they can independently select books for pleasure and provide opportunities for children to know about the book title and author
- increase opportunities for children to develop calculation skills and problem solve in practical daily activities
- develop children's knowledge and understanding of adult roles in the community
- ensure all staff have a clear understanding of intended learning outcomes of activities to ensure children are sufficiently challenged.

*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.*