



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322072

DfES Number: 535550

INSPECTION DETAILS

Inspection Date	17/11/2004
Inspector Name	Marilyn Ashley

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cherry Tree Day Nursery
Setting Address	16-18 Upper York Street Wakefield West Yorkshire WF1 3LQ

REGISTERED PROVIDER DETAILS

Name	The partnership of Pauline Webster and Amanda Lodge
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ORGANISATION DETAILS

Name	Pauline Webster and Amanda Lodge
Address	16-18 Upper York Street Wakefield West Yorkshire WF1 3LQ

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

Cherry Tree Day Nursery registered in 1998 and is a private organisation managed by two partners. It is located in a listed building, on the outskirts of Wakefield town centre where there are good transport links to surrounding areas.

Children aged over three years are accommodated on the ground floor in two rooms with an additional dining area and bathroom facility. The children have access to a fully enclosed outdoor play area to the rear of the building. Cherry Tree Nursery serves families from the local and wider community.

The nursery opens Monday to Friday, and occasional Saturdays, all year round. Sessions are from 07:00 until 19:00. Children attend full or part-time.

There are currently 52 children on roll, 14 of which are in receipt of nursery education funding. There are eight full time staff employed and all staff hold an appropriate early years qualification. The setting receives support from an advisory teacher from the local authority.

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

How effective is the nursery education?

Provision at Cherry Tree Nursery is unacceptable. Children are making poor progress towards the early learning goals (ELG's).

The quality of teaching is poor. All staff have a limited knowledge and understanding of the stepping stones and early learning goals in practice, in all areas of learning. The learning environment is uninviting and does not support children's motivation, developing independence or self chosen learning. Planned activities are mundane, with very few first hand experiences included. Adult directed and designed activities, and a restrictive routine limit children's free expression, particularly in creative development. Limited planning for the outdoors restricts children's progress in all areas of learning. Staff have difficulty in managing some children's behaviour which limits the learning opportunities for all children. Staff are badly deployed and their use of time severely limits children's opportunities to progress or feel supported in their emotional development. Children's learning is not tracked, observed or assessed against the stepping stones and ELG's. Information on children's learning is not used in forward planning for their individual progress and challenge. Records do not give a clear picture of children's progress to share with parents.

The leadership and management of the nursery is poor. There has been a rapid turn over of staff, but the leadership have not taken the responsibility to ensure the development and progress of the setting. Staff are not supported effectively in developing good practice. The monitoring and evaluation of the nursery education and setting is poor.

Partnership with parents has significant weaknesses. Staff are supportive of parents care needs but do not involve them in their children's learning effectively. Information is shared, but parents understanding of the stepping stones and Foundation Stage limits their contribution to their children's learning and progress.

What is being done well?

- Staff form warm relationships with parents and are supportive of their changing care needs and those of their children.
- Children enjoy and join in with their favourite rhymes. Some children are beginning to write their names.

What needs to be improved?

- the learning environment
- all staff's understanding of the stepping stones and early learning goals in practice in the six areas of learning

- the planning, observation and recording of children's learning
- the monitoring and evaluation of the learning and teaching and the nursery education provision
- staff's management of children's behaviour
- the opportunities for children to write for a purpose and to explore and represent numbers.

What has improved since the last inspection?

Poor progress has been made since the last inspection.

The improvement of staff's understanding of the effectiveness of the curriculum plans to ensure the development of children's skills and individual challenge and staff deployment, which was a key issue last time, has been limited. Children's progress is not tracked or observed to inform future planning and focussed activities are not differentiated to ensure children's individual progress and challenge. Staff are not deployed effectively to ensure children are supported in their learning and development. The routines and the grouping of children limit the length of time children have to develop and progress as individuals.

The organisation and presentation of the learning environment, does not enable children to learn or progress. Despite intensive support from an advisory teacher the continuous provision still does not provide stimulating learning opportunities for children. The routine limits children's freedom of choice of activities and the opportunity to develop their own learning and independence. A poor range of accessible resources and activities dampens children's natural enthusiasm for learning and does not support their emotional or social needs and development. Opportunities to develop their imagination, particularly in role play, are severely limited.

Neither the learning environment nor the staff, support children's developing literacy and mathematical skills. Opportunities to write for a purpose, to practise their emergent writing and numeracy skills in everyday play activities, particularly role play, are still severely limited. A poorly resourced mark making area, book area and print limited environment, limits children's development and their understanding that print carries meaning.

Information for parents on the Foundation Stage curriculum in practice and their understanding of children's progress through the stepping stones and early learning goals is still limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children are beginning to play together in games, but others do not behave well and are not being helped sufficiently to show care and concern for the needs of others. The environment and restrictive routine does not enable children to share their needs and feelings. A lack of exciting experiences is limiting children's opportunities to develop a positive attitude to learning. Opportunities to select their own resources, to develop their independence and self chosen learning are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Poor
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Children enjoy and join in their favourite rhymes, but an uninviting book corner and access to a poor range of books and stories limit their understanding and love of print. Some children are beginning to write their own names, but opportunities to develop their emergent writing skills and explore letter sounds in everyday play, particularly role play, are limited. Children lack time, encouragement and a rich environment in order to talk, explore and extend their thinking and understanding.

MATHEMATICAL DEVELOPMENT

Judgement:	Poor
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Some children can count to 5 and recognise numbers to 6. They play with telephones and enjoy rhymes, but opportunities to explore and represent numbers in everyday play are limited. Children enjoy baking, but staff do not extend their learning through weighing and measuring. Children explore shapes but not in the environment. Planned and spontaneous opportunities for children to explore mathematical language and to solve problems through practical activities are not exploited sufficiently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Poor
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Children enjoy the computer and use the mouse with increasing control. They look at changes in the seasons, but opportunities to investigate, observe and find out first hand why things happen and how things work are limited. Children enjoyed the puppies' visit but further opportunities to find out about the local area through interesting visitors, visits and photographs are severely limited. Finding out about their families' lives and sharing significant events are not extended sufficiently.

PHYSICAL DEVELOPMENT

Judgement:	Poor
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Children have an awareness of hygiene and their own personal needs. They access a range of equipment in the outdoor area, but planned activities and time to develop and extend their skills, control and coordination are limited. Indoors there is insufficient free access to a range of tools and equipment to develop their confidence, coordination and skills. The indoor learning environment is not extended to the outdoors to ensure children's learning and challenge in all areas of the curriculum.

CREATIVE DEVELOPMENT

Judgement:	Poor
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Children draw and paint themselves and others, but have little opportunity to explore a range of materials independently. Adult directed and designed activities limit their freedom to express themselves in art, design, music, dance and stories. Role play opportunities are poorly resourced, limiting their imagination and learning. Planned opportunities to develop and extend children's exploration of music and movement and to respond to exciting activities using their senses are limited.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase all staff's knowledge and understanding of the stepping stones and early learning goals in practice in the six areas of learning
- develop the organisation of the nursery, through support and advice, to create a stimulating, inviting environment that supports children's developing independence and enables their self chosen learning and challenge
- extend the planning, observation and recording of children's learning, to inform future planning and to ensure the progress and challenge of all children
- develop a rigorous system to monitor and evaluate the quality of learning and teaching and the nursery education provision.

The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.