



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119248

DfES Number: 540421

INSPECTION DETAILS

Inspection Date 07/12/2004
Inspector Name Sheila Collins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cherrytown Nursery
Setting Address 67 Branksome Hill Road
College Town
Sandhurst
Berkshire
GU47 0QF

REGISTERED PROVIDER DETAILS

Name Cherry Nurseries Ltd

ORGANISATION DETAILS

Name Cherry Nurseries Ltd
Address Weybournewood 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

Cherrytown Nursery opened in 2000. It is part of the Cherry Childcare Chain. It is located in a large house in Sandhurst, with childcare taking place on both floors. The children also have access to a large outside play area. The nursery serves the local area.

The nursery opens each week day between 8:00 and 18:00, with children attending for a variety of sessions. There are currently 49 children aged from 3 months to 5 years on roll. This includes twelve funded three-year-olds. The setting currently supports a number of children who speak English as an additional language.

Eleven staff work in the nursery. Over half of the childcare staff have early years qualifications to NVQ level 2 or 3. Two members of staff work directly with the funded children. The setting receives support from within the Cherry Childcare Chain and also from the local Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Cherrytown nursery education provision is acceptable and of good quality. Children are making generally good progress overall towards the early learning goals. They are making generally good progress in communication, language and literacy, mathematics, knowledge and understanding of the world, personal, social, emotional and creative development and very good progress in their physical development.

The teaching is generally good with most staff having a secure knowledge of the stepping stones to the early learning goals. The curriculum is planned centrally within the chain and implemented by the staff locally. Staff do not always extend the learning opportunities for more able children and support for less able children. The curriculum is based on the six areas of learning and themes are used to interest the children. There are reasonable resources for all areas of learning but those which are programmable are limited. Children have opportunities to select resources for themselves in areas such as the writing table, but in other areas, for example, art, these are limited.

Relationships between staff and children are good. As a result the children are confident and generally behave well. Management of unwanted behaviour is not always consistent, which can detract from the children's concentration. Staff know the individual needs of all children and make regular observations to ensure that their learning is moving on.

Leadership and management is very good in the nursery and there is a commitment to improve practice. There is a generally good partnership with parents. Parents receive comprehensive information about the nursery and the educational programme. They are able to see the written records kept on their child's achievements and progress but have limited opportunities to contribute to these. The nursery ensures that parents are kept up to date with events, by producing regular newsletters and putting information on the notice boards.

What is being done well?

- Children move confidently around all areas of the nursery, both in and out of doors.
- Children are forming friendships and involving others in their play and activities.
- Children enjoy imaginative role play and are able to draw on own experiences to support their play.
- The staff team have good relationships with the parents and children.

What needs to be improved?

- the partnership with parents by giving them opportunities to make contributions to their child's records
- the staff's awareness and understanding of the ways to effectively manage children's behaviour and to extend the learning opportunities for more able children and support for less able children
- the opportunities for children to independently access resources, to use programmable resources and to extend their personal independence.

What has improved since the last inspection?

Not applicable as this is the first inspection since the nursery became part of the Cherry Childcare Chain.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate from their parents with confidence. They are beginning to learn to take turns, to share and work co operatively together. They have some opportunities to be independent, for example pouring own drinks and to support the whole group by taking it in turns to lay the tables at lunch time. The behaviour of some children, sometimes detracts from others concentration and enjoyment. Children are reluctant to select extra resources for themselves to extend their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to hold conversations and to listen to each other and adults. They use familiar language to describe and to discuss what they are doing, for example in role play at the barbers. They have opportunities to link sounds and letters through the Jolly Phonic scheme. They use books and mark making activities independently and are aware that writing carries meaning. There are missed opportunities for more able children to form letters correctly with a good pencil grip.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count to five and above with confidence. They take part in pre-maths activities on a daily basis, but have limited opportunities to add and subtract in every day situations. They use mathematical ideas to help them solve problems for example when constructing with Lego. They learn about shape, volume and size and correct use of mathematical language through activities connected to themes followed and through practical activities such as pouring their own drinks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are exploring the environment both in and out of doors. They also have opportunities to design, build and construct using resources such as Lego. They have access to a computer on a daily basis but limited access to other information technology or programmable items. The children are learning about the sequence of events in life through themes and about time through the general routine of the day. They are learning about their own and other cultures through themes and discussions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good co ordination and fine and large motor skills. They move confidently around their environment both in and out of doors. They have opportunities to run, jump and climb and to move to music. They are beginning to use a range of tools, such as scissors, knives and forks, staplers, pencils and paintbrushes, safely and with increasing dexterity and skill. They are aware of the importance of being healthy and are able to discuss healthy eating options.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Most children know their basic colours and have opportunities to use different textures, different media and natural materials in their art and play activities. Some activities are not inviting enough for the children, for example the water play, and others are too adult directed. Opportunities are missed for older children to select own materials, resources and tools when taking part in art activities. The children engage in imaginative role play and have opportunities to explore music.

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

- extend the partnership with parents by giving them opportunities to make contributions to their child's records
- develop the staff's awareness and understanding of the ways to effectively manage children's behaviour and to extend the learning opportunities for more able children and support for less able children
- ensure there are more opportunities for children to independently access resources, to use programmable resources and to extend their personal independence.

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.