



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119978

DfES Number: 581967

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cherrybrook Nursery
Setting Address Scotland Bridge Road
New Haw
Addlestone
Surrey
KT15 3HQ

REGISTERED PROVIDER DETAILS

Name Cherry Nurseries Ltd. 2744325

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

Cherrybrook Nursery opened in 1997. The nursery offers full day care throughout the year. It operates from purpose built, single-storey premises, close to local schools and shops in New Haw, Addlestone, Surrey. West Byfleet station is close by. The nursery is privately owned and managed by Cherry Childcare and is part of a chain of eight nurseries. The nursery caters mainly for children of working parents from across North West Surrey. Children are grouped according to their age with separate play areas available for babies, toddlers two to three-year-olds and pre-school aged children. There is a large, fully enclosed outside play area.

There are currently 75 children, aged from 3 months to 4 years, on roll. This includes 19 funded 3 year olds and no funded 4 year olds. There are no children with special educational needs however, there is a small number of children for whom English is an additional language attending.

The nursery is open throughout the year except Bank Holidays , Monday to Friday, from 08:00 to 18:15. Children are able to attend on a flexible basis, for a minimum of three sessions.

A team of 13 staff work with the children, 8 of whom hold recognised childcare and early years care qualifications. Unqualified staff are encouraged to undertake training. At present, 4 unqualified staff completing NVQ training. Most staff hold current first aid certificates. Staff receive support from the Early Years advisory teacher from the Early Years Development and Childcare Partnership(EYDCP). The company is a member of the Surrey Day Nursery Association and holds the Investor in People award.

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 Cherrybrook Day Nursery is acceptable and of good quality. Children are making very good progress in personal, social and emotional development, physical and creative development and generally good in all other areas of learning.

The quality of teaching is generally good. Staff plan a wide variety of practical activities inside and whenever possible out of doors. Resources are of good quality and organised well to encourage children to make choices and learn. Staff know the children well and are sensitive to their needs. Most staff are skilled at encouraging children to talk and ask questions about what they are doing. They encourage good behaviour by setting clear boundaries and children respond positively. Children with English as an additional language are well supported and those attending less than five sessions per week experience the whole of the programme. There is a good balance of child initiated and adult directed play. Activities for funded children are presented with enthusiasm. However, some aspects of role play are not fully exploited to support literacy. Routines and practical play are not used to help with calculation. Some staff do not reflect children's cultural heritage in activities. Staff observe and make notes of children's learning in the six areas.

The leadership and management of the group is generally good. Staff are encouraged to work well as a team. However, some aspects of the provision for role play and calculation have not been identified as areas for improvement. There are regular staff meetings and a rigorous system in place to monitor and evaluate the quality of teaching.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children and receive information at the yearly parents' meeting about their children's progress. Parents contribute their skills to the topics which helps to support children's learning.

What is being done well?

- Staff use very good strategies to promote positive behaviour and consideration of others. They set clear and consistent boundaries and help children to understand the impact of unacceptable behaviour on others. Their calm, polite manner sets a good example to children.
- Relationships within the day nursery are good at all levels. Children are happy and keen to learn. They are becoming confident, learning to share, take turns and understand right from wrong.
- Children with English as an additional language are given individual time to promote their speaking skills.

- Counting and number recognition is given good emphasis.
- Children speak confidently and use vocabulary and hold conversations with adults and others.

What needs to be improved?

- the use of role-play and labelling; in order to support the topic by providing mark making opportunities with pen and paper to help children understand the different purposes of writing
- children's understanding of simple number operations in relation to practical, everyday activities
- staff awareness of some children's cultural heritage.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The nursery was asked to address three areas. They were asked to clarify the aims and focus of planned activities to ensure the exploitation of all learning opportunities. The nursery has introduced focused planning which aims to clarify what they intend to undertake each day. The children are benefiting from more curriculum based activities. Staff were asked to provide writing opportunities in the role-play area. They were also asked to exploit routines and practical play situations to assist number operation. These areas have not been addressed and remain an issue for this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They concentrate well and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. At snack time children are encouraged by staff to pour their own drinks. They share and take turns and are encouraged to be helpful and polite. They are aware of other cultures. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All young children talk confidently and clearly. They listen intently to stories and enjoy making up their own scenarios. They are encouraged to listen to the sounds of letters. Children recognise their names and there is some labelling around the room. They enjoy mark making opportunities in their curriculum books. However, focused role play is not fully exploited with labelling or to support mark making to help children understand the different purposes of writing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are learning to count, younger ones to five and some older children to ten. They are all beginning to recognise and compare numbers. They recognise shapes and are able to compare big and small, explore patterns, match and sort through their play activities. Practical play situations, routines and finger rhymes are not exploited to extend children's understanding of adding and taking away or mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children discuss the weather every day and record their observations on the calendar. There are some living things and shells for children to explore. They have opportunities to make models from construction and select, assemble and join together materials. They explore technology through programmable toys. Planning indicates a range of festivals are celebrated. However, some children's cultural heritage is not always reflected in their activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children are given regular opportunities to confidently develop their physical skills. Staff are on hand to give support and ensure children are safe. All children are aware of their bodies and the space they have to move around in. They are aware of staying healthy when they wash their hands before eating. All children are learning to handle scissors, pencils and glue sticks with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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All children enjoy the creative activities provided. They draw freely and use a variety of creative materials including paints and crayons. Children enjoy the role play corner and develop their own scenarios. There are music sessions and opportunities to explore instruments and the sounds they make. Children sing songs, and enjoy using their voices. Cooking and tasting is in the planned programme.

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

- enhance focused role-play in order to support current topics. Provide labelling and mark making opportunities by supplying pen and paper to help children make lists, instructions and understand the different purposes of writing
- extend simple number operation through daily routines, practical play and rhymes.

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.