



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 219109

DfES Number: 580488

### INSPECTION DETAILS

Inspection Date	03/06/2004
Inspector Name	Paula Durrant

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cherry Tree Day Nursery
Setting Address	5 West Road Wharley End, Cranfield Bedford Bedfordshire MK43 0SZ

### REGISTERED PROVIDER DETAILS

Name	Child Base Limited 2418535
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### ORGANISATION DETAILS

Name	Child Base Limited
Address	Kingston House, Northampton Road Newport Pagnell Buckinghamshire MK16 8NJ

## 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

Cherry Trees Day Nursery first opened in September 1996. The nursery is privately owned, and is one of 34 day care provisions operating under the auspices of Child Base a national day care chain. Child Base was established in 1989 and operates nationally across London, the Home Counties and the Midlands. Child base is currently the ninth largest national chain within the UK and Ireland.

The nursery occupies a converted house located on the University Campus site of Cranfield, a rural village on the outskirts of Bedford. The premises were originally student accommodation. There are four main teaching rooms, which are used for differing age groups. The under two's are located upstairs with an area for mobile and non-mobile children. The over two's are divided into two separate age groups downstairs with the four year olds having direct access to the garden. There is also a separate garden area for the under two's.

Cherry Trees Day Nursery is registered to provide care for a total of 43 children aged nought to five years. The setting offers both sessional and full day care, opening between the hours of 07:30 until 18:30 with core opening hours between 08:00 until 18:00 five days a week, 52 weeks of the year. The nursery does not open on bank holidays.

Children attend from both local and wider geographical areas include such as Northamptonshire and Buckinghamshire. The nursery also provide care for children of University students.

At present there are 71 children on roll of whom 14 are funded three year olds and 2 are funded four year olds. There are 2 children with special educational needs and 1 child with English as an additional language.

Two staff work with the children, one of whom is qualified.

Children are offered a caring, educational environment where they can learn through play.

The nursery receives support from the local Early Years Partnership. They also have a company co-ordinator to support with the educational programme.

### **How good is the Day Care?**

Cherry Trees Day Nursery provides good quality care for young children.

The nursery is exceptionally well organised due to the strong leadership of the management team. There are vigorous systems in place for the recruitment and ongoing mentoring of staff. The nursery is extremely conscientious in self-evaluating their educational and care provision. They actively participate in programmes for improvement and are progressive in their childcare practice.

The environment is warm, welcoming and secure. There are effective systems in place to monitor Health and Safety both for children and staff. All necessary safety precautions are implemented. The conduct of mealtimes is commendable as staff use this period of the day to support children in developing their social skills. Children are respected for their individuality. There are excellent systems in place to support children with special educational needs.

Staff provide worthwhile learning experiences for children of all ages. Space is used creatively to maximise children's independence. There is an array of resources covering all developmental areas. Staff are adept at presenting equipment to enthuse children's interest. Interaction is outstanding. Staff engage purposefully with the children and play is productive. Staff monitor children's developmental achievements efficiently and promote valuable challenges to enhance potential learning. The key worker system is used skilfully to monitor progress and to share observations with parents. Behaviour is exemplary. Staff purposefully promote positive channels to redirect behaviour in order to provide worthwhile experiences that engage children effectively.

The nursery has very good relationships with parents and carers. They share information to meet the needs of working parents and the care needs of the child.

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

Since the last inspection the nursery have reviewed their hygiene practice. Toothbrushes are no longer in use. The group have also complied with Environmental Health's recommendations to redecorate the kitchen, this is now in place. The nursery have revised their procedures to ensure children sleep in line with their individual needs and have updated their written procedures to include a policy for lost or uncollected children.

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

- The nursery has a very secure knowledge of the National Standards, which is supported by their corporate documentation and implementation of

procedures. Staff are deemed extremely confident and competent in their working practice. They work well as a cohesive unit. A majority of staff are qualified and those that are currently unqualified are actively working towards a recognised childcare qualification. There are exceptional systems in place to support staff in developing their childcare skills. The nursery has qualified assessors within the staff team who are able to mentor less experienced staff through their training programme.

- The nursery maintains ratios through the use of bank staff. This supports continuity of care for the children and the sustainability of activities within each room base, as staff are familiar with the children, environment and operational procedures.
- Planning is extremely thorough and links constructively to children's developmental milestones. It also supports the six areas of learning for older children. Staff use an exceptional educational programme, which has been specifically designed to monitor children's progress.
- The environment is solely child centred and space is creatively managed. The outside play area has been developed to ensure full curriculum access. Equipment is carefully purchased with thought and consideration given to the long-term use of resources. Children are able to self-select from an early age.
- Staff are consistent in their strategies for managing behaviour. Children are extremely well mannered, polite and courteous towards others.
- The nursery promotes an open door policy with parents and ensures they receive regular information.

#### **An aspect of outstanding practice:**

The nursery's productive use and management of space both internally and externally to ensure that the children's learning environment is creatively used to its highest potential. The nursery are limited in their space within some areas of the premises, however this is managed extremely efficiently by the senior staff team who are able to make changes in accordance with room usage that remain within the National Standards requirements. The group are careful in their room lay out and organisation of furniture and equipment. They use space savers well such as hanging pockets and baskets. The outside play area is commendable. The group have developed this area of the setting to ensure that children still actively access a curriculum linked to the six areas of learning. Staff prepare this area, as any other area of the provision ensuring rotation of equipment and activities to maintain children's interest and intrigue.

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

- continue to develop children's access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
9	Continue to develop children's access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

### How effective is the nursery education?

The provision for nursery education at Cherry Tree's Day Nursery is of high quality overall. It enables children to make very good progress towards the early learning goals in all area's of learning.

Teaching is very good. Staff have a strong knowledge of the Foundation Stage. They achieve positive standards of interaction, asking questions to make children think and responding sensitively to their individual needs.

Staff skilfully plan an exceptional range of interesting and absorbing play based activities enabling productive challenges for all children.

There are effective structures in place to support children with special educational needs. Behaviour is outstanding. Staff are confident in redirecting behaviour positively. The assessment system is exceptional and has been developed solely to meet the nursery's high monitoring levels and expectations. It is individually based for each child and supports staff in setting future targets appropriately.

Leadership and management is very good. Staff work well as a cohesive unit under the direction of the three tier management structure. Robust methods are in place to monitor and evaluate the effectiveness of the setting, including a commitment to improvement through the attendance of training and external evaluative schemes. The nursery continue to progress their high quality practice continually seeking recognition and differing avenues to promote good practice.

Partnership with parents is very good. Extensive documentation is available informing parents on the educational programme and other supplementary child care issues. Parents are welcomed into the nursery and are encouraged to become involved with the activities and the extension of the curriculum at home. They are regularly informed about the settings topics, current events and their child's progress.

### What is being done well?

- Children are highly motivated to learn and play is productive.
- Children show good concentration skills and listening skills as they work in small and large groups.
- Children's early literacy skills are well fostered through planned activities and resources. They enjoy using the books and have a sound knowledge that print has meaning which they incorporate into their own writing.
- Children are very competent at using number and have a good understanding of mathematical language.

- IT is strong, children are very confident in using the computer.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.
- Staff give good emphasis to children using their imagination, with the children's artistic creation being highly valued.
- Qualified and experienced staff are able to interact with children to extend and integrate learning across all six areas of learning.
- Staff use effective questioning techniques to encourage the children to think for themselves and use their own knowledge.
- Strong leadership provides a shared ethos of early years principles, staff receive regular support and guidance from the management.
- Management have devised an effective assessment system which clearly shows the child's progress and is used skilfully by staff to set future targets.
- Parents are welcomed into the nursery and receive regular information on the setting and their child's own achievements.

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

- To build on existing provision for creative opportunities ensuring that equal emphasis is given to all strands of this area of learning throughout the year.

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

Cherry Trees Day Nursery has made very good progress since their last inspection. They have reviewed their educational provision with the implementation of 'The Sound Learning Programme' to ensure individual assessment profiles are manageable and clearly link to the six areas of learning. Assessments are used effectively to inform planning and set future targets and challenges for all children. They have developed their access to a range of resources for art and craft activities which children can access independently throughout the session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are highly motivated. They become absorbed in their chosen task and show excellent levels of concentration. They listen attentively and contribute to discussions. They form meaningful relationships and demonstrate consideration towards others. Play is co-operative and children have an understanding of negotiating rules. They are competent in meeting their health care needs and show perseverance in their activities. Children are beginning to develop an understanding of other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, talk and negotiate clearly with others and demonstrate a sensitive awareness of the listener. They enjoy sharing their views and ideas and use speech skilfully to explore real and imagined experiences. Opportunities to handle books and to develop language for thinking are plentiful. Children are adept at sounding out initial letter sounds phonetically. They are secure in writing their names independently and can select their name card correctly without hesitation.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very competent at counting and recognising numerals. They use numbers in structured activities and general play. Children are able to compare and discuss numbers. They know that six is more than five and use their mathematical knowledge to solve problems skilfully. Children effectively use the computer to calculate, sort and match according to shape, colour and size. They recreate simple patterns effectively. Children have valuable opportunities to measure in differing contexts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and features of their environment using exploratory skills, direct observation and investigation. They are proficient at building models and construct from a diverse range of materials. Provision for IT is exceptional. Children are competent in using technological equipment. Children develop a strong sense of time and place as they talk about special events in their lives. They are introduced to a range of different cultures through well planned topics.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are very capable of using a range of different equipment to develop their physical skills. They effectively use varying mediums to draw, trowels and forks to dig and scissors and knives to cut. They show strong hand and eye co-ordination when throwing, catching and using the mouse. Children move confidently and with care as they climb the steps and manoeuvre the bikes around obsticals. They recognise their own bodily needs as they remove clothing when hot and get a drink when thirsty.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make outstanding progress. Opportunities for children to enjoy creative movement activities are given good priority and children are familiar with a wide variety of musical songs and rhymes. Children use their imagination and express their ideas through art, stories and a well planned range of activities in two and three dimensions. Creative work effectively reinforces learning in other areas and children are given balanced opportunities for free expression and individuality.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following; To build on existing provision for creative opportunities ensuring that equal emphasis is given to all strands of this area of learning throughout the year.

*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.*