

# Cherrybrook Nursery

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Cherrybrook Nursery opened in 1997. It is registered on the Early Years Register to care for a total of 106 children, of whom no more than 44 may be aged under two years at any one time. Children attend from the age of six weeks to the end of the early years age range. It operates from a purpose built, single-storey premises. There are five age based play rooms and a fully enclosed area for outdoor play. The children have access to an indoor soft play room. The nursery is 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.

There are currently 130 children on roll. The nursery accept children in receipt of nursery grant funding The setting currently supports children with special educational needs. Opening hours are 8.00am to 6.15pm. The nursery opens Monday to Friday, 51 weeks of the year. Children are able to attend on a flexible basis for a minimum of four sessions. There are 33 staff members who work with the children; of these, 22 have an early years qualification. In addition, four members of staff are currently working towards an NVQ level two qualification. The nursery employs three caterers who prepare and cook fresh meals on the premises. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good with some outstanding aspects, such as partnership. Consequently, children's individual needs are well met. The commitment and enthusiasm of the manager, and her ability to drive improvement is a key strength of the provision. For example, on-going initiatives, such as the use of quality assurance frameworks to evaluate the provision, mean there is a consistent focus on improving outcomes for children. The manager has a clear vision for the nursery 'to be the whole world within a safe environment; an extension of each child's home, a parenting resource, and a setting where staff feel proud of the industry they work in. Self-evaluation includes a comprehensive analysis of the provision, although some aspects relating to the Early Years Foundation Stage guidance have been overlooked.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the opportunities for all children to be included in adult led activities such as keyworker circle times

- review hygiene procedures to prevent the risk of cross infection in relation to shoes in the baby room
- review and improve the furniture and large equipment in the baby room so it is age appropriate and enables children to sit together at mealtimes
- use assessment to plan the next steps in all children's developmental progress and regularly review this approach to ensure any gaps in learning are identified.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is fully safeguarded because staff have a secure knowledge and understanding of child protection procedures. In addition, the manager has a good knowledge of how to ensure families receive appropriate support from other agencies. Comprehensive risk assessments are in place, and on-going staff suitability is identified through necessary checks and annual appraisals.

Self-evaluation processes include staff, parents, and children, and surveys are used to identify the strengths of the provision and to seek ideas for improvement. The exceptionally positive comments within the surveys, show the high level of staff moral and the extremely strong leadership that exist within the nursery. The new manager has initiated changes that have significantly moved the nursery on; particularly in relation to team building and transitions for children, staff, and parents. She has a highly enthusiastic approach to the future implementation of an 'excellent learning initiative through education' programme, which has been devised by Cherry Nurseries Limited. Recommendations from the last inspection have mostly been met. However, children's observation and assessments records are not all kept up to date and do not identify gaps in children's learning. In addition, consideration has not been given to all aspects of hygiene guidance for footwear in the baby room, and some adult led group sessions are not always inclusive of children who show an interest in joining in.

A good range of indoor and outdoor resources are made easily accessible to the children. Furniture is of good quality, and each room is well organised so that children can access play equipment independently. However, the use of high chairs in the baby room means that not all children can sit together at mealtimes, and tables for activities in this group room are too high for some of the children to reach independently. Children with special educational needs are extremely well supported through the systems that exist for identifying and meeting their individual needs. Their developmental progress is extremely good, due to the close relationships between parents and key workers, and the consistent approach from staff in implementing learning objectives.

Partnership is outstanding. Detailed transitions for children with special needs include liaison with school Special Educational Needs Co-ordinators and teachers, and include visits to new settings with nursery staff. This enables children to settle well. The nursery has close links with the early education and childcare officer, who visits the nursery each term and supports quality improvement programmes. Parents make positive comments about the provision. For example they say "all

staff are really lovely, my child is really happy, learning is amazing" and "the staff are very friendly, caring, loving and informative, and the nursery is like a little home from home environment." Parents receive exceptional information related to their children's individual needs and have numerous opportunities to join in nursery events. Parents are encouraged to record comments about their children's achievements on leaves attached to an 'achievement tree' in the main entrance area. Parents meetings, newsletters and 'home sheets' keep parents extremely well informed, and include ideas for activities at home as well as objectives for learning within planned activities. 'A day at Cherrybrook Nursery' DVD is used at parents meetings, and is updated annually, so that parents feel informed and reassured about the care and education that their children receive.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development. They show excellent independence, self-motivation and confidence within their play, and are keen to use all the resources. Their self-help skills are successfully developed through routine events, such as helping to prepare fruit for snack times. Children are extremely well behaved. They enthusiastically take part in circle times, which are used to share and discuss photographs about expected behaviour, and remember rules such as 'we must tuck in our chairs so we don't trip over'. Adult led group discussions also include opportunities for children to say how they are feeling. However, children's enthusiasm for joining in some group activities is not always embraced. Children play with energy and enthusiasm, and often choose to join their friends in activities. The highly successful use of a 'coloured wooden spoon system' in the pre-school room, enables children to indicate the different areas of the nursery they want to use, such as the outside play area. This initiative provides children with excellent opportunities to make their own choices.

Children are very happy, settled and secure. Their sense of belonging is promoted through the use of 'my family' albums, which include photographs of members of each child's family. Most children are confident communicators, and their speech and language development is fully supported and promoted through the very positive interaction and conversations initiated by staff. Children can recognise their name and can do this quickly in a number of ways. Pre-school children are encouraged to write their name on their art work through using laminated name cards, and more able children are beginning to write their name with some letters correctly formed. A wipe board programme is an extremely popular resource providing opportunities for children to make marks, and recognise print. Notepads and other drawing resources are made easily accessible, and are well used by the children throughout the day. Children learn letter formation and letter sounds through group discussion and practical activities. They are interested in looking at books which are made easily accessible.

Children learn about number and colour within all activities. For example, they sing nursery rhymes and count in numerical order at various times during the day. Children develop an understanding of shape through using soft play blocks and

creating their own designs. They learn about capacity through using jugs in the water tray and measuring different levels. Small adult led circle times provide children with opportunities to learn about the wider world. However, when some children spontaneously share information about their own experiences staff do not always make use of these opportunities to ask further questions. Children learn about the effects of colour and light as they look through coloured cellophane with torches. They discover the features of living things as they collect insects in the outside play area and look at them through magnifying glasses. They make volcanoes as they complete experiments with bicarbonate of soda and vinegar, and look at how things change as they are encouraged to notice the effect of leaving apricots in water. People from the local community are invited into the nursery such as the police, which enables children to learn about safety and how to request the emergency services. Children plant and grow a variety of vegetables which are used for mealtimes. Resources such as multicultural dolls, and books, provide positive images of differences, although these are not easily visible throughout the whole nursery. Children's understanding of diversity is promoted through discussion and activities related to different cultural celebrations, such as Diwali, Christmas and Chinese New Year.

Children enjoy physical play, both indoors and outdoors. Staff plan activities in the soft play area, that successfully capture children's enthusiasm. Children develop control of their movements as they jump with confidence into a ball pool and attempt to climb on large sponge block shapes. Older children take part in weekly football and rugby activities on a nearby school field, and enjoy 'wake up and shake up' exercise sessions at the beginning of each day. Children enter into imaginative play with enthusiasm. They enjoy pushing dolls around in pushchairs in the outside play area, and using the wooden train as a pretend ice-cream van. Staff make themselves available and join in with enthusiasm, for example, as they make pretend picnics in the home corner. All children, including babies, have access to a good range of media, such as shaving foam, flour, water, glue, paint and sand. Low level mirrors are available for babies to look at themselves, and they are beginning to develop a sense of identity. Hand puppets are used with children to recognise how they are feeling. Sensory bottles include colour, noise and different smells, although natural and everyday resources are not varied or accessible. 'Cherry tunes' is a twice weekly activity which provides children with the opportunity to join in large group singing and dance sessions, where they use musical instruments to learn about levels of sound, copy beats, and play in time. Children enjoy large scale creative activities, such as making Father Christmas from large boxes, which they take outside and paint whilst singing Christmas songs. Weekly cooking activities for children over the age of three years are facilitated by the nursery cook. This shows that staff respect all roles and responsibilities, and are willing to work as a team to provide children with a wide range of experiences

Children feel extremely safe within the provision due to the caring and positive approach from staff. A health and safety board in the pre-school is used as a visual display to help children to remember the safety rules. Children learn about good hygiene practice. This is promoted through the nursery working with Environmental health and the Health protection agency to implement excellent hand washing procedures. Staff are very knowledgeable about children's individual needs and provide lots of support, for example, with helping babies to eat, whilst

encouraging them to be independent when they are ready. Good nappy changing procedures are well known and adhered to by staff, and there is an excellent standard of cleanliness throughout the nursery. However, the baby room does not operate a no shoes policy, which means that babies who are not mobile are at risk of cross infection. Top priority is given to meeting children's individual dietary needs, and the 'traffic light system' of plates and table mats, means that all staff are extremely aware of individual food allergies. Regular outdoor play and opportunities to take part in dancing and sports activities mean children develop an enthusiasm for exercise.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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