

Cherry Tree Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cherry Tree Day Nursery opened in 1996 and is one of 40 day care provisions operating under the auspices of Child Base, a national day care group. It operates from a converted house located on the university campus site of Cranfield, a rural village on the outskirts of Bedford. The nursery serves the local and wider geographical area and has strong links with the local schools. The nursery also provides care for children of university students. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery offers both sessional and full day care, opening between the hours of 7.30am until 6.30pm with core opening hours between 8.00am until 6.00pm five days a week, 52 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 43 children may attend the nursery at any one time. There are currently 72 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of child care staff. Of these, 11 hold appropriate early years qualifications. The manager holds the Early Years Professional Status qualification and the nursery receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the whole nursery team enable them to offer an outstanding standard of care and education to the children. Children clearly thrive and make excellent progress across all areas of the Early Years Foundation Stage. This is because the nursery has developed highly effective practices and procedures for planning, assessing and promoting their learning. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all are well integrated and achieving their potential. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Strong leadership, rigorous monitoring of practice and robust self-evaluation systems ensure that plans for the future are well targeted and improvements continue to be made where they have the greatest impact on the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the nursery's inclusive practice to ensure that all children's individual needs continue to be effectively met.

The effectiveness of leadership and management of the early years provision

The nursery demonstrates a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the nursery staff ensure that children's welfare is prioritised. All staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including the induction of new staff ensure that staff are suitable to work with the children and a rolling program of training builds on their childcare knowledge. The identity of visitors to the setting is rigorously checked and their presence is recorded in the visitors' book. Children's well-being is significantly enhanced by the exceptional organisation of the nursery and the comprehensive policies and procedures in place. For example, staff regularly practise the emergency fire drill with the children and make good use of the evacuation kit that is stored in the shed for easy access. All areas of the nursery are checked on a daily basis and comprehensive risk assessments are regularly carried out, including any new equipment purchased or outings planned. When taking the children out and about staff carry with them a first aid kit, the parents contact numbers and children wear high visibility jackets ensuring that they can be seen easily. Management are always made aware of their chosen route and their expected time of arrival back at the nursery further protecting the children's safety.

Senior staff at the nursery have very high aspirations for the quality and care the nursery provides. The management team's infectious enthusiasm and the staff's genuine aim to provide consistently high standards of care means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. For example, since the last inspection the processes for monitoring children's individual needs have greatly improved ensuring a consistency amongst the nursery and for all children. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the nursery does well and what it needs to improve. As a result actions taken have an outstanding impact in bringing about sustained improvement to the early years provision.

The nursery provides a high quality, stimulating environment which is exceptionally conducive to children's learning and which ensures that their progress in relation to their starting points is outstanding. Wall displays demonstrate children's creative skills as they, for example, make tree pictures using their painted arms for the tree trunks. Younger children thoroughly enjoy pulling the bottles suspended from the ceiling and seeing them bounce up and down. Resources are very well organised and low-level, labelled storage encourages the children to self-select and make independent choices. Excellent use is made of the outside play area covering a full range of stimulating and exciting experiences for the children. They can build dens using the construction area fitted with a child-sized cement mixer, shovels and play bricks or they can experiment with making mud pies using the large tyre filled with soil. They extend their balancing skills as they walk along the wobbly bridge and

enjoy the climbing wall placing their feet correctly in the foot holes provided. Younger children enjoy the sensory area with pots and pans hanging from the fence to encourage their creative development or the experience of walking around in bare feet and squelching the sand between their toes.

The nursery effectively and actively promotes equality and diversity and tackles unfair discrimination. They therefore offer a service that is fully inclusive for all children and their families. Staff know the children very well and work with their parents to gain a thorough understanding of each child's background and needs. For example, staff learn words and phrases in children's home language to help them feel more settled. Each child also has a family book which contains photographs of their immediate and extended family which they can look at throughout the day showing value to the make up of different families and cultures. Recently, when going on an extended trip back to their parents' native land, children were given a book about the nursery to share with their relatives and help them remember the setting they would be returning to. Staff regularly update their training with regard to inclusive practice and realise that this is an area for ongoing development to ensure that all children's individual needs continue to be effectively met. They actively help the children learn about the society in which they live and the wider world. For example, celebrations of festivals are built into the planning. Children very much enjoy trying Chinese food to celebrate Chinese New year and use their creative skills to dance with ribbons giving the effect of a dancing dragon. Parents are also encouraged to participate, by for example, dressing their younger children in green outfits to celebrate St. Patrick's day. Resources such as dressing up clothes and play figures also extend children's knowledge and experiences.

The setting's dedication to maintaining trusting and professional relationships with the parents and other settings ensures that children are consistently cared for. Parents and carers are very well informed about all aspects of their children's achievement, well-being and development and are fully included in the process. They receive daily information about their children's day and are invited to regular parents' meeting to discuss their progress in more detail. The nursery provides guidance and information about the ways in which parents and carers can support their children's learning and be actively involved. They can encourage their children to find items for the letter and sound table as well as taking Hugo rabbit home for the weekend, recording his adventures to tell the children on his return. They are also invited to a full range of activities held within the nursery. They can join in the Mother's or Father's Day breakfast and enjoy the stay and play sessions that are regularly organised. They are encouraged to have a very open relationship with the staff team and manager who makes herself readily available to talk to them at all times. The nursery is highly committed to working in partnership with other agencies and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's learning and welfare. Information is regularly shared about children's development and reception teachers often visit the nursery to get to know the children and parents before their transfer to school. Children also very much enjoy dressing up in the school uniforms provided and acting out role play scenarios with them as the teachers.

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

Children make excellent progress in all areas of learning because the staff use their secure understanding of the Early Years Foundation Stage to extend their learning and development. The exceptional organisation of the education program ensures that children receive rich, varied and imaginative experiences that meet their needs exceedingly well. Thorough initial assessments ensure that staff are aware of children's interests and capabilities. Comprehensive observations and assessments then enable the staff to build on what the children know and plan for their continued development. For example, when children are less confident about interacting with their peers the staff plan activities to encourage this area of development. They take the children on a walk around the local area to encourage sharing what they see with their friends sitting next to them. They also encourage the children to participate in a water activity where the children share the creative experiences and start to play alongside each other.

The exceptional range of child-initiated and adult-led activities ensure that children's interests and knowledge are continually extended. Staff know the children extremely well and are expert in their understanding of how young children learn and progress. When very young children respond to a mobile during their nappy change, staff provide them with an activity arch to lie under. The children show their absolute delight with this by kicking their legs, moving their arms and fingers and making movements with their mouth as if talking to all present. Young children are also given the freedom to investigate different mediums as they combine sand, water and few dolls in a tray. They make marks and swirls in the sand with their fingers and are overjoyed as they splash the dolls and themselves with water, feeling it on their face and hands. Staff also use inspirational and innovative teaching methods to motivate the older children. Whilst trying to discover the meaning of the word dissolve they experiment with sand, salt, sugar and porridge oats to see which dissolves more easily. They develop their language as they describe the salt as bumpy and the oats as smooth. They also develop their use of technology as they take pictures of themselves participating in the activity to be displayed on the wall.

During activities staff consistently support the children in their development. Whilst sitting at the table for lunch children are encouraged to count their knife, fork and spoon. When they initially find this a bit difficult, staff sensitively support them in counting the correct amount. Children enjoy their time at the setting and show high levels of independence, curiosity, imagination and concentration. They forge friendships with the staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn the consequences of their actions. For example, younger children are encouraged to give their friend a cuddle when they have momentarily forgotten to use their 'kind hands'. Older children are learning to think about their actions as they are given time out to think about what they have done. They also have their name peg moved from the bright sun on the wall to the not so happy cloud. Staff discuss with them the reason for this and the golden rules of the nursery helping them to

understand the required behaviour. After a short time they are able to rejoin their friends and their name is moved to the sun for a fresh start. Children also remind each other of the rules as they, for example, tell those that already have their meal to wait for everyone on the table before starting to eat their dinner.

Children's health and welfare are extremely successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an exceptional understanding of the importance of following good personal hygiene routines as they automatically wash their hands after playing in the garden and use the snuffle station to wipe their noses. Their independence is promoted as they dish out their own meals and learn to correctly use a knife and fork. They learn where food comes from by for example, tasting Chinese food and growing various fruit and vegetables in their growing area in the garden. Younger children enthusiastically try uncooked and cooked vegetables with the theme carried through to potato printing and looking for vegetables during a treasure hunt in the garden. Children become aware of their own physical needs as they participate in music and movement sessions in the classroom and learn when they need their coats and hats on for outside play. Children are also made extremely aware of their own safety and that of their friends. Spy Detectives are chosen to carry out a risk assessment on the garden area to be used by themselves and the other children. They identify, with the support of staff, items that may be hazardous and the actions needed to make the areas safe for their friends. They also learn about their own capabilities and how to take risk. They delight in helping staff harvest the fruit from a local apple tree learning to stand on a step ladder and how far they can reach before needing support.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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