

Cherry B Day Nursery

Inspection report for early years provision

Unique reference number	260006
Inspection date	21/03/2011
Inspector	Melanie Arnold

Setting address	37 Church Lane, Cherry Willingham, Lincoln, Lincolnshire, LN3 4AD
Telephone number	01522 807081
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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 B Day Nursery is privately owned and managed. It operates from its own premises in Cherry Willingham, Lincolnshire. There is a main playroom for children, a partitioned baby area, toilets and a sleep room available for children to use. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm for most of the year, closing for two weeks at Christmas, two weeks during the summer holidays which generally fall in August and for one week at Easter. Children are able to attend for a variety of sessions. A maximum of 15 children under eight years may attend the nursery at any one time. There are currently 15 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs four members of childcare staff. Of these, three hold qualifications at Level 3 and one holds a qualification at Level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately respected and valued for their uniqueness by the caring staff team, with clear systems in place to protect them from potential harm. However, strategies relating to the promotion of children's care, learning and development and partnership working in the wider context, have been targeted by the setting for improvement and are, therefore, still in the process of being developed. The setting has made improvements since the last inspection and their planning for improvement through self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- develop links with other providers where the care of children is shared to ensure information relating to children's care, learning and development is exchanged
- ensure the deployment of staff is effective at all times to fully support and challenge children's learning both inside and outside
- develop systems to observe and assess each child's achievements, interests and learning styles as they progress towards the early learning goals
- develop staff appraisal systems to identify their future training and development needs.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the safe, secure setting. They are cared for by a qualified staff team, whose suitability has been checked through the setting's clear recruitment, vetting and induction procedures. However, the staff appraisal systems have yet to be developed to ensure the identification of future training needs for individual staff. The setting has developed their range of resources and the storage of these, to create an accessible indoor environment for children. The organisation and use of the outside area is currently being developed to ensure it provides a stimulating play space for children. Although, children are adequately supervised to ensure their safety, the deployment of staff to fully engage, support and challenge all children during inside and outside play is not fully effective. This sometimes results in play not always being purposeful and the escalation of minor behavioural issues.

All necessary records, documents and policies are in place, completed generally well and implemented to safeguard children and promote their welfare. For example, the setting's clear child protection policy is fully understood by staff, which ensures the safety of children. The setting has developed their risk assessment procedures since the last inspection, to ensure potential hazards are continually identified and minimised. The setting has worked on the recommendations raised at the previous inspection, improving practice in most areas. Clear targets for further development are identified through the setting's robust self-evaluation system. This system includes working very closely with Local Authority advisors, who provide the setting with a clear direction and focus for continuous development. Also, the recent appointment of a new deputy who has a clear vision for the future has invigorated the owner and they are now working to motivate the staff team to drive these improvements forward. This has created a strong leadership team who are fully committed. However, although, targets for improvement are clearly identified, they have yet to be implemented within the setting to ensure children fully benefit from improved practice in all areas.

Staff work generally well with parents and carers, sharing and exchanging appropriate information to ensure children's individual backgrounds and beliefs are respected and valued. Staff promote the inclusion of all children and ensure any form of discrimination is challenged. Parents and carers learn about their children's daily routines through chatting to staff and through information being displayed around the room. Systems for parents to share more detailed information about children's starting points are being developed, as are the systems for staff to keep parents advised of their children's progress and development. Although, the setting are aware of the benefits of working in partnership with other providers, these links have yet to be established to ensure the clear exchange of information to fully promote children's continuity of care and learning.

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

Children are cared for in a setting which is generally well-organised. Babies have a small designated play area, where they freely access their own developmentally appropriate toys and resources. The remaining space is predominantly used by the older children and this is organised into zoned areas to cover different areas of learning. Younger children do integrate with the older children occasionally throughout the day. It is sometimes during these periods that younger children receive lower levels of support to ensure their needs are met and their learning promoted. Children's health and safety is promoted as they are cared for in a well-maintained setting, where appropriate health and hygiene routines are implemented to minimise the risk of infection. For example, a clear exclusion policy prevents children from attending the setting when they are ill and staff ensure all surfaces are clean before children sit down to eat. Children enjoy a suitable range of healthy meals and snacks, which meet their dietary requirements. The accessibility of fresh drinking water enables children to get their own drink when they are thirsty. Children's safety is protected as the setting is securely maintained, with staff vetting people at the door before allowing them access. Clear outings procedures are in place to ensure children are protected at all times. Children are encouraged to learn about maintaining their own health and safety through an appropriate range of experiences and events. For example, children develop relevant hand washing practices as part of the daily routine and they are encouraged to be active through daily inside and outside physical play activities. Staff re-enforce important safety messages with children as situations arise, to enable children to learn from their experiences. For example, when a child puts a pair of scissors into their mouth, staff advise them of the possible dangers of this. The child listens and quickly responds by taking the scissors out of their mouth.

Children are making satisfactory progress towards the early learning goals. Planning systems are being developed to ensure children benefit from a wider range of purposeful play experiences, which are based on their interests and achievements. However, observation and assessment systems are not yet in place to ensure children's progress is monitored in all areas from their specific starting points. Children engage in some appropriate adult-led and child-initiated play experiences delivered through indoor and outdoor play. For example, children enjoy playing outside with the water in a small container at ground floor level. When one child decides to paddle in the water, staff allow them to develop their play in this manner, while advising them to tuck their trousers into their boots to prevent them from getting wet. Other children soon join in and they have lots of fun splashing in the water. Another group of children enjoy playing a game, which promotes their counting skills as they count out the steps they take. Babies engage in a satisfactory range of hands-on learning experiences, developing their skills through the use of their senses. For example, children enjoy rolling the glittery ball up the guttering and watching as it rolls back down. They access a range of rattles, listening to the noises they make as they shake them. Older children independently access the computer, showing skill as they complete a range of problem solving reasoning and numeracy games. For example, a child correctly identifies the missing number from a sequence of numbers. Both older and

younger children enjoy looking at books and they sometimes sit and enjoy listening to stories read aloud. Children's language skills are developing as staff form simple conversations with them, asking some appropriate questions to encourage children to think. Children relate generally well to the staff and their peers. They are learning to respect others for their individuality through staff acting as positive role models. Their awareness of differences and diversity is promoted through their play and a suitable range of activities. Children are beginning to learn about the difference between right from wrong as staff discuss their behaviour with them.

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?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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