

Cherry Tree Nurseries

Inspection report for early years provision

Unique reference number	EY364274
Inspection date	09/03/2011
Inspector	Tracey Boland

Setting address	Brandon Road, Binley, Coventry, West Midlands, CV3 2JF
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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 Nurseries opened in 2007. The setting is a privately owned setting and operates from a village hall in Binley, Coventry. Children have access to a secure, enclosed outdoor play area. The setting serves the local community and surrounding areas.

The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 45 children on roll, all of whom are within the early year's age range. The setting opens five days a week, all year round and is open from 8am until 6pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities and where English is an additional language. There is direct access to the building.

The setting employs eight members of child care staff. All hold an early years qualification between Level Two and Four. One member of staff is currently completing an Early Years Degree. The nursery receives support from the local authority Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are continually safeguarded and enter a welcoming, child-focused environment. Staff ensure attention is given to helping children develop their self-esteem and gain skills for the future and children are happy and settled. Staff gain basic information from parents about their children when they first start the setting and plan a variety of activities that encourage their learning. The environment is inclusive and partnerships have been formed with parents and other key professionals involved in the children's lives. Some risk assessments have been devised and strategies for monitoring and evaluating the provision are in place.

What steps need to be taken to improve provision further?

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

- develop further the information obtained from parents regarding their child's development to enable staff to plan for the starting points in their learning
- ensure opportunity is given to enable children to play a full and active role in all activities
- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment where they are protected from abuse and neglect and clear routines ensure that they are not left unattended with unvetted adults. Staff access training to enable them to respond appropriately to any concerns they may have about children's welfare. Thorough recruitment procedures ensure that all new staff are suitably checked in order to care for children. Daily risk assessments are effective in ensuring that potential hazards to children's safety are minimised although not all risks have been considered, for example, the use of drawing pins in the main reception area, which impacts upon the children's overall safety.

Staff maximise the space available to them and staff deployment is good. Although children are cared for in groups according to their age they are able to socialise with each other during the day and low level dividers within the room enable interaction at all times. Children access the outdoors daily where they enjoy a variety of equipment that encourages their physical development.

Clear strategies are in place to care for children with learning difficulties and/or disabilities and staff work closely with parents and other professionals to support the children's needs, ensuring they are included in the life of the setting. Policies and procedures are inclusive and staff follow suitable routines to ensure children who have English as an additional language are well supported. The setting provides a friendly informal environment where visitors, children and their families are made to feel welcome. Children's art work is displayed and photographs of the children involved in their activities enable them to share their experiences with their parents, encouraging their sense of belonging and security.

Systems to monitor and evaluate practice within the setting are in place and the views of parents and staff are sought, evaluated and any new ideas implemented.

Effective settling in arrangements ensure parents and children get to know staff and the routines. Staff gain some information from parents about their child although this is minimal and does not really inform staff of the starting points in their learning. Parents spoken to during the inspection commented positively on the provision and appreciate the time spent with staff settling their children into nursery and their delight at the activities their children are involved in. They stated that they feel confident to approach staff at any time to discuss any issues and that staff are pleasant and very caring.

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

Children are happy, settled and have formed lovely relationships with staff and their peers. They enjoy a wide variety of activities which encourage their natural curiosity to learn which enables them to make good progress towards the early learning goals. Staff demonstrate a clear understanding of the Early Years

Foundation Stage and how young children learn which enables them to provide a suitable range of adult-led and child-initiated activities. Clear planning is in place which ensures all of the six areas of learning are effectively included. This is being continually developed and enhanced by staff who use the information they obtain through the observation and assessment of the children to determine the next steps in their learning.

Interaction between the staff and children is very good and staff seize the spontaneous opportunities that arise to follow children's interests, for example, when the children found a ladybird within the nursery. Staff encouraged their language through their careful questioning reflecting what it looked like and how it could move around. Children completed observational paintings and drawings, counting the ladybird's spots and using the correct colour paints. They used scissors, glue, paper plates and paint to make their own ladybirds and used pipe cleaners for their legs. However, there were times when children were unable to complete the ladybirds independently, for example, when staff put the legs on their creations rather than the children. Finally, the younger children made ladybird biscuits using sultanas for the spots, which they took home to show their families.

Children develop an understanding of letter formation and understand that print carries meaning as they access a variety of books throughout the day and younger children seek attention from staff to read their favourite books to them. They have ample opportunities to make marks with pens, pencils and felt tips and some older children are able to clearly write the letters of their names. Children enjoy cooking activities and are actively involved in weighing and measuring the ingredients they need, mixing them together and observe the changes to the mixture during the cooking process.

Babies enjoy a wide variety of activities and resources that encourage their natural curiosity and natural products are provided that enable them to experience a wide range of textures. They learn to pull themselves up against furniture and are able to move freely within a safe environment. Their individual care needs are addressed well and they are able to sleep and rest as they need to.

Children's behaviour is good and staff are consistent in their approach, acting as good role models; praising and encouraging children at all times. Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. The setting operates a free flow snack time enabling children to choose when they have their snack and make an informed choice of what they eat. They choose from a variety of fruits, bread sticks and vegetable sticks. They understand the importance of washing their hands before eating and at specific times throughout the day, such as after messy play and after using the bathroom.

Staff are aware of appropriate treatment if the children become unwell and most hold first aid certificates. Medical records are maintained by staff and countersigned by parents. Children are made aware of keeping themselves safe both indoors and out and staff reinforce the need not to run indoors, to sit down when using scissors and to use their cutlery safely at meal times.

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?	2
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	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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Annex B: the Childcare Register

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

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