

# Cherry Tree Day Nursery (The)

Inspection report for early years provision

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<b>Unique reference number</b>	206233
<b>Inspection date</b>	19/04/2011
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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*.

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 is privately owned. It opened in 1996 and operates from converted domestic premises in Hilton, Derbyshire. The nursery is open each weekday from 8am to 6pm all year round. All children share access to an enclosed outdoor play area. The nursery is accessible to the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the nursery at any one time. There are currently 40 children on roll, 33 of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The Manager has a Foundation Stage Degree in Early Childhood Studies. The setting provides funded early education for three and four year olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's learning and development is well supported as the majority of the planning and assessment systems are effectively established. Staff are consistent in the implementation of policies and procedures to successfully promote children's welfare. Importance is placed on developing strong partnerships with parents to promote consistency of care for children who attend. Partnerships with other organisations are suitably considered to ensure that information is shared about children's individual learning and development. The management team are honest in their evaluation of the practice and have identified relevant and realistic areas for improvement.

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

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

- maintain the learning journey for all children to ensure progression towards the early learning goals.

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

Good communication and direction from the Manager means that staff undertake their roles smoothly and the individual needs of children are met. Child protection procedures have been thoroughly considered and, as a result, the designated person is clear of their role and responsibilities. Systems to establish the suitability

of staff are effectively developed. Staff undertake regular training to update and refresh their knowledge and skills. Risk assessments contain a good amount of detail and are reviewed yearly to promote children's safety. The premises are secure and enable children to play safely. Staff undertake a daily check of the premises and equipment. The outdoor area is secure as it is locked when children have arrived.

Managers and staff are honest and realistic when reflecting on practice and identifying areas for improvement. Changes and improvements take into account the needs of the children attending the nursery. For example, the setting has been working on developing the partnership with parents to support children's ongoing needs. Areas for improvement are relevant and will benefit the outcomes for children.

The main playroom is a bright and attractive space, where toys and resources are stored at a low level so that children can self-select them. Good use is made of the additional playroom and lounge to provide a separate space for small groups of children to engage in a particular activity. The garden offers children opportunities to engage in different activities, for example, using sit-and-ride toys or playing on mats with the small world toys. There are a good range of toys and resources that support children's learning in the six areas of learning. Children are effectively supported to develop their understanding of the wider world. They engage in different activities around festivals throughout the year. The setting has a range of puppets that they use to discuss issues with children and help them to understand that we are all different.

A strong commitment is shown to developing a positive partnership with parents and carers. Useful information is included in regular newsletters. Parents are encouraged on an ongoing basis to share information about their child's interests or what they have achieved so that staff can incorporate this into the planning. Parents state that they are happy with the nursery and feel comfortable in approaching the staff. They value that staff take time to update them when they collect their child. The nursery has established a sound system for sharing information with other settings that children attend. A detailed sheet of information is passed between the settings so that consistency of care is promoted for each child.

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

Children enjoy themselves in this small and friendly nursery which has a homely feel. They have regular contact with children of different ages which supports their personal and social skills well. Staff effectively interact with the children during free play, and consistently encourage children to try to do things for themselves to support their learning and development. The planning of activities provides a broad and varied range of opportunities across the six areas of learning. Staff maintain records of children's progress, however, although these contain useful information, some of these are not fully up-to-date to provide an accurate picture of where children are at.

Children receive lots of praise and encouragement and play well together. Staff employ appropriate methods to manage children's behaviour. They also give clear and useful explanations of what is happening next so that children know the expectations. Staff support children's understanding of their own safety well. They clearly explain why something is not safe. Children engage in activities, such as road safety, to further support their understanding. Children demonstrate that they feel safe and secure in the environment. Younger children are comfortable to be cared for by staff that do not usually work in their room because there is good contact with all adults to ensure they are familiar to children.

Children of all ages love listening to stories. Older children suggest what might happen next whilst younger children repeat some of the words from the story. Children develop their language skills as they are encouraged to chat during play. Children are frequently supported to count and, as a result, even younger children are beginning to count by rote. Children have opportunities to develop their knowledge and understanding of the world as they use technology toys and do planting and growing in the garden. Effective support is provided for children who speak English as an additional language, as staff gather information on familiar words and have signs within the nursery.

Children use their imagination well and will engage in pretend play in the role play area. They are happy to play on their own or in small groups. They love playing in the garden and engage in activities such as washing and drying the doll's clothes, which develops their understanding of self-care skills. They participate in a sports day, they throw and catch balls and crawl through the tunnel. They use a range of other tools indoors, all of which promotes their physical development. Children are effectively supported to develop their understanding of good health. They are encouraged to prepare themselves for playing outside in sunny weather by getting their hat and suncream. Staff explain why it is important that we drink regularly when the weather is warm. Children wash their hands before snack and say that this is to get them clean.

## 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	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

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