

Cherrylands Nursery

Inspection report for early years provision

Unique reference number 119979
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Inspector Karen Callaghan

Setting address Sopwith Drive, Brooklands Business Park, Weybridge,
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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Cherrylands Day Nursery is one of a group of eight nurseries in the Cherry Childcare group. It opened in 1995 and operates from purpose built premises on a business park on the outskirts of Weybridge in Surrey. Children are accommodated in age-related groups within two areas. There are two outside play areas, a kitchen, an office and two separate toilet areas. The nursery is open from 8am to 6pm five days a week, all year round. It provides both part-time and full-time care for children from birth to five years old. A maximum of 30 children may attend the nursery at any one time. There are currently 64 children on roll aged from three months to under five years. Some are part-time and some full-time. Children aged three and four years are funded for free early education. The nursery is registered on the Early Years Register. There are nine qualified staff employed in the nursery and eight staff hold level 2 or above in relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

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All children make at least good progress with their learning and development and, overall, the nursery provides a good range of experiences based on the Early Years Foundation Stage principles. Excellent links with parents and carers help them to become highly involved with their children's learning and the life of the nursery. Generally, the nursery has effective arrangements to support the well-being of all children. Evaluation systems are good and all issues from the previous inspection addressed, so the nursery shows that the capacity to maintain continuous improvement is strong. The ethos is generally a caring and supportive one.

What steps need to be taken to improve provision further?

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

- improve further building links with other agencies to better support transitions
- enable continuous learning from indoors to outdoors by improving resources to include a greater range of natural materials to extend children's learning

The effectiveness of leadership and management of the early years provision

Safeguarding is paramount; the children are kept safe and their welfare is promoted successfully. Staff are trained to recognise children who may be at risk and know what to do if they have any concerns. Risk assessments are carried out at regular intervals for all areas of the nursery and reduce potential

hazards to children's safety well. All required policies are in place, employment procedures are robust with an interview process and reference check, including up to date Criminal Record Bureau screenings. A visitors' book is signed by all and they have to wear a badge to denote their presence. Staff are supported to develop their knowledge and skills. There are effective planning and assessment procedures which reflect good practice and take account of the individual needs of the children.

The staff are committed and show willingness to improve their practice. They are led enthusiastically by a manager who consistently communicates high expectations to staff and drives improvement well. She has put into place new policies that are especially strong in the area of engaging parents and carers. There are many outstanding examples including a newsletter that informs parents of their children's activities and learning each day and enables them to contribute to the reports made by the nursery. Parents and children are asked for their ideas to improve practice at the nursery. These are actively taken on board by the nursery, such as being incorporated into the planning and displayed in the nursery for everyone to see.

There is a wide range of resources, especially for the under twos, and these are well deployed to improve outcomes for the majority of children; although there are limited natural materials for older ones. Equality and diversity is promoted well. There are celebrations of different cultures that include providing a range of foods from other countries and songs from across the world. The nursery is well organised and managed and relationships are strong throughout. Staff are deployed well. There is a daily job board and staff are helped by having prompts on the wall to strengthen their observation techniques. Again, this encourages the staff to have high expectations of what can be achieved.

Partnership working with several other settings delivering the Early Years Foundation Stage, is well established and makes a strong contribution to children's achievement and well-being; however, transition arrangements with local schools require further attention. The relationship with the local authority is positive and the also contributes well to promoting good outcomes for children.

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

Children enjoy their time at the nursery and are enthusiastic, curious, confident learners. The nursery provides a calm, well-organised setting which supports their learning well overall. Staff know the children well, respond to their needs and make sure that they have a happy and stimulating learning environment. The children enjoy a variety of activities both indoors and out; they have fun feeling plastic letters and number shapes within a tray of shaving foam. They are encouraged to find letters that are in their name. Outside their physical skills are very well catered for with a range of bikes, trikes and climbing frames, allowing them to test their skills in safe ways. Older children enjoy building a tower using tyres with support from staff.

Children feel safe and have a sense of belonging in this nursery; they speak to the staff confidently. Arrangements for their safety are good. There is a gate that is child safe and a bell for entry. The children demonstrate a good awareness of a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating; they wear a hat in the sun. Healthy eating is paramount and the children are offered a good range of fruit twice a day. Well balanced meals are cooked on site. Children with allergies are well protected by having different coloured plates and cups. Meal times show a good level of social interaction which impacts on children being willing to try new foods.

Children are well supported in the morning when they enter the nursery, they are keen to say hello and quickly settle to learning activities. The staff make effective and encouraging comments which help the children to make choices and become independent learners. Older and more capable children make strong friendships; they learn to co-operate with one another well. They share a toy wooden wheel imaginatively and 'drive to the seaside'. They develop habits that enable them to make a positive contribution by taking on small responsibilities happily. They carry out the water bottles to the garden and pack away the toys.

They develop skills for the future well as demonstrated in their enthusiasm to engage in a variety of activities. They enjoy playing with programmable toys and boys are especially keen to use the computer. However, the staff ensure equality of access by having a timer to show them when their time is up. The older children are able to role play 'starting school' as they near the end of the summer term, showing a good attitude to learning. The indoor room for the under twos is especially attractive. It is large and well equipped with a range of suitable toys encourage them to explore well independently. A good key worker system allows for individual attention with excellent support for emerging language development.

Equality and diversity is promoted effectively overall. Celebrations of a range of cultures is planned for, parents are invited to events and staff sing songs in other languages. Because of the limitations with the set-up of the nursery building, 'free flow' between the outdoor and indoor areas is difficult, which tends to hinder learning for those children who prefer to be outside, although the staff try hard to compensate

Good behaviour is evident and children are encouraged to be kind to one another; rules are displayed in pictures for the under twos showing codes of kindness. Parents are supportive of the nursery, say they are pleased with their child's progress and recommend it to others.

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	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

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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