

Cherry Tree Nursery

Inspection report for early years provision

Unique reference number EY284309
Inspection date 02/06/2011
Inspector Stacey Sangster

Setting address Hollingdean Sure Start Centre, Brentwood Road,
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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

Cherry Tree Nursery opened in 2004 and is part of Hollingdean Children's Centre. It operates from two rooms in a purpose built building in Brighton, East Sussex. The setting is registered on the Early Years Register. A maximum of 50 children in the early years may attend the nursery at any one time. Currently there are 84 children on roll. The nursery is open each weekday for 51 weeks of the year from 8:00am until 6:00pm. It is set within spacious playrooms within a purpose built building and has a several large outdoor play areas.

The nursery currently supports children with special educational needs and also children with English as an additional language. Children attend for a variety of sessions both full and part time. The setting is in receipt of funding for three and four-year-olds and is part of a pilot to offer funded places to eligible two-year-olds.

The nursery employs 20 staff of which 19 work directly with the children. All staff have early years qualifications. Three have been awarded Early Years Professional Status, six are degree qualified and all but one of the remaining staff are qualified to level III.

The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are exceptionally well cared for and supported in this setting. The highly valued partnership with parents and the extensive continual reviewing of what is offered and how it is organised, ensures that services are tailor made to support children. The outcome of this is that all children who attend this setting have excellent opportunities to reach their full potential. The staff and managements commitment to continual development means that the capacity to continually improve is excellent, securing the continued enjoyment and success of the children who attend.

What steps need to be taken to improve provision further?

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

- enable all staff to more easily support every child's targeted progression by implementing a more effective system for staff to access the next steps identified for each child

The effectiveness of leadership and management of the early years provision

The procedures for safeguarding, supporting children and their welfare are excellent in this setting. The staff work closely and very successfully with a wide range of agencies who offer support to children and families. The settings holistic approach of supporting the children, by supporting the family as a whole, averts issues which might otherwise escalate into needing specialist help. The stringent vetting procedures and robust recruitment and appraisal systems ensure that only those who are suitable, are able to work with children in the setting. Staff demonstrate a clear understanding of the safeguarding policy and procedures, they make parents aware of their role and responsibility and the sensitive manner in which they deal with making referrals to other agencies is successful in enabling them to continue to support and work with families going through the referral process.

The setting is highly successful in offering an inclusive provision, where all children and their families are made to feel welcome and where diversity is celebrated. Children with special educational needs and/or disabilities are particularly well supported. Some children who initially present as having additional needs receive such support to narrow the gaps in their skills and knowledge; that they reach a point where they no longer require specialist support. Where ongoing support is required, the setting have successfully obtained equipment specifically for individual children to ensure that they have access to the full range of activities and learning opportunities on offer. This setting is particularly well resourced both in play and learning materials and committed, well qualified and experienced staff. The deployment of staff is excellent and along with the plentiful, well maintained and age appropriate equipment it has a significant impact on the quality of the support that children receive to reach their full potential. As a result all children's progress, given their ability and starting points, is at least good, with many children making excellent progress. Effective and meaningful partnerships with parents are seen by the setting as essential to the success of their childcare and educational provision. Positive relationships are highly valued and are nurtured from the start of every child's attendance in the setting. Parents comment that the setting is excellent and that they are extremely pleased with the level of care and education that their children receive.

The parents skills are utilised and their ideas harnessed as part of the ongoing development plans which are regularly reviewed. As well as parents being involved in practical matters such as redeveloping the garden areas, they contribute to Children's Centre Advisory Group meetings, are encouraged to use the comments book and completed regular questionnaires, take part in planning and choosing new equipment and are regularly asked how the setting can support them and their children more effectively. The setting have a wide range of clear and detailed policies and procedures which are shared with parents and which guide the staff. All of the required records are in place. They are reviewed on a regular basis and support the effective running of the setting. Staff receive specific training to take the lead in roles such as Health and Safety, Child Protection/ Safeguarding and risk assessment record keeping. The quality of the documentation ensures that all are well informed of the aims and procedures of the setting and that there is continuity in what is offered. The staff team as a whole contribute to the self-evaluation of

the services offered and all are enthusiastic and committed to continually improving the setting. The setting are skilled at building on their strengths and identifying and addressing weaknesses, promptly. The development plans progress at a fast pace, with the priority and focus of all plans directed at the areas that will have the most positive impact on children.

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

Children very much enjoy themselves in this setting. They enter the building enthusiastically and engage fully with the carefully chosen activities on offer. Children and staff smile and laugh often. The atmosphere is busy and purposeful and staff can be seen to nurture and support children's skills in a warm and caring manner. Each child's key person closely monitors and assesses their progress, keeping parents informed of the next step in their learning and providing some guidance if needed on how to support this learning at home. They plan activities which specifically link to children's identified targets and support these in free play where they are the adult working with the child. There are, however, many periods during each day when because the children are able to move freely between activities and self select from the equipment on offer, children are working with adults other than their key workers. During such times staff do not always know which next steps the children are working towards. This results in missed opportunities to actively promote the next step across all activities. Despite this the activities offered and the interaction with staff is sufficient to ensure that all children make progress at a rate which helps them to meet their full potential. Children are developing the skills and knowledge that support them to lead healthy lives.

They quickly develop a thorough and secure understanding of the hygiene routines which support their health and attend to their own hygiene needs independently. Children show an excellent understanding of healthy eating and discuss this frequently with staff and with each other. They enjoy trying new foods which they help to grow and harvest themselves. Staff report that children often eat foods in the setting that they have previously refused to try at home. Staff keep parents informed on any new foods enjoyed so that parents can confidently extend what children are offered at home.

Children use an extensive range of small tools and large apparatus which develops their fine and gross motor skills. They are enthusiastic about accessing the exciting and innovatively designed outside space. They run with control and increasing skill across the gently undulating grass banks, assess risk as they climb and ride on equipment and are increasing in their awareness that active lives contribute to their health and well-being. The children in this setting show that they feel very safe and secure, through their actions. They approach staff without hesitation and ask for help, share their views, ideas or just chat about what they are doing. Children appear very settled, happy and relaxed. Babies show excitement as they are approached by staff and raise their hands to be picked up. Children show excellent self esteem and confidence. They can identify which art work they have contributed to in the many around the setting and can tell visitors what the routines and basic 'rules' are. Children know that they are expected to be kind and

helpful and receive high levels of praise for such behaviour regularly throughout the day. Negative behaviour is dealt with in a positive way, providing an explanation of why what they are doing is undesirable and tailoring the response to the age and level of understanding of the child. Children's behaviour in the setting is good and this impacts on how they behave at home. Parents are supported and consulted where needed to ensure that the behaviour management strategies used are consistent between the setting and home.

Children are making very good progress in the areas which support their future learning. They communicate effectively, are inquisitive, and active in the learning process and are developing many of the skills that they will need for school and beyond. They show a strong desire to experiment and investigate seeking answers themselves about how things work and why. They show interest in everything around them and are positively blossoming as a result of the care the education that they receive.

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

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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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