

Cherrystone Nursery

Inspection report for early years provision

Unique reference number	EY219568
Inspection date	07/06/2011
Inspector	Ann Moss
Setting address	1 Dell Lane, Stoneleigh, Surrey, KT17 2NE
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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*.

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Description of the setting

Cherrystone Nursery has been part of Cherry Childcare since August 2001. The nursery has been established in Stoneleigh, Surrey since the late 1980's. The building has been converted from a disused dairy. Children have access to age appropriate, designated rooms for quiet activities, messy play and sleeping. There is a large, fully enclosed outdoor play area. The nursery serves the local community and surrounding areas. Opening times are Monday to Friday from 7:30am to 6:15pm all year round, excluding Christmas and Bank holidays.

The nursery is registered on the Early years Register to care for a maximum of 94 children in the early years age group. There are currently 122 children on roll who attend a variety of sessions. The nursery has procedures in place for caring for children with special educational needs and/or disabilities and/or English as an additional language.

There are 19 members of staff who work with the children, 18 of whom have a relevant childcare qualification. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this stimulating care and learning provision. Staff offer a fully inclusive environment, that recognises the uniqueness of every child, and all children take some responsibility for their own learning and welfare. Self-evaluation clearly identified the setting's strengths and areas for development. There is an excellent action plan for the future development of the provision that demonstrates a commitment and vision for continuous improvement. Children benefit from a dedicated staff team who are keen to provide good quality service for all. The arrangements for all required documentation are mostly effective.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessment, at least once a year or more frequently where the need arises. 27/06/2011

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

- improve the system in place to inform parents of any incidents or injuries to children sustained by them whilst in the care of the setting and any first aid

- treatment that was given
- improve the systems of observation and assessment to effectively identify learning and achievements in order to fully support children's learning and development
 - improve induction training with particular regard to students to help them understand how the provision operates and their role within it.

The effectiveness of leadership and management of the early years provision

The setting gives high priority to safeguarding children. Clear robust systems for recruitment and vetting ensure all children are cared for by a suitable and well qualified staff team. A suitable induction programme means that staff implement policies and procedures effectively in practice however, the induction programme for students is not so robust. Staff have a comprehensive awareness of safeguarding issues, are well trained and know what steps to take if they have a concern. All the required records that promote children's health, safety and well-being are in place. The vast majority of staff hold a valid first aid certificate and accidents and incidents are recorded appropriately however, the procedure for sharing such information with parents is inconsistent. Comprehensive risk assessments are in place and mostly detailed attention to safety issues ensure that the environment is safe and suitable for children who attend. However, staff do not complete annual reviews. This is a specific legal requirement. Good use is made of resources at the setting. Staff work well together as a team and are deployed effectively to ensure children benefit from a good level of support. Space and equipment is organised to create a welcoming and stimulating learning environment where children have access to good quality resources indoors and out.

The management team communicates a clear vision of the setting that motivates staff to provide a good quality service to children. Self-evaluation reflects rigorous monitoring of the services and results in clear targets for development that lead to sustained improvements in outcomes for children. For instance, improvements in the outdoor area have significantly increased opportunities for children to develop skills in this area. Equality of opportunity is well promoted for instance, staff provide modelling dough made with rice flour to ensure all the children can be included in all the activities. The procedures for identifying and assessing additional needs are secure. Partnerships with parents and carers are good and there is excellent two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Parents express high levels of satisfaction, although some are unaware of the nursery's policies and procedures. The setting works closely with other relevant professionals and partners such as the local authority early years advisors. This ensures children benefit from good quality, cohesive care and learning experiences.

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

Children show a strong sense of security and settle quickly when they arrive each day. They form close bonds with key staff that know them extremely well and relationships are secure. Staff place emphasis on facilitating a safe, secure environment so that children can move around freely wherever possible and develop their skills in independence for instance, by a process of self-registration indoors and out. Children become more independent with appropriate boundaries as they make choices about what they want to do and select resources for themselves. They adopt simple good hygiene routines as they wash their own hands at low sinks after messy play and before eating. Staff use tools such as pictorial clues to enable children to make healthy choices at snack time, and children enjoy serving themselves snacks of fresh fruit and pouring their own drink from suitably sized jugs. Staff have a comprehensive understanding of children's individual health, dietary and religious needs which ensures they are met to a very good standard.

Staff support babies while they play with treasure baskets, which amuse and interest them. Nursery rhyme tapes are played and staff sing along to the songs and shake toys in time to the music, to engage their attention. Babies are well supported as they develop their physical skills, furnishings support babies from 'sitters' to developing early walking skills. Their individual feeding and care routines are clearly maintained.

Children are extremely happy and settled and demonstrate this with lots of smiles and chatter throughout the session. They show a good level of engagement as they take part in a wide variety of activities and experiences that support their development and learning. Staff in each room complete their own planning. They make regular observations and assessments of children's achievements. However, children do not benefit from personalised planning that takes account of the environment, individual learning styles and next steps to enable them to build on their interests and skills and help them make significant gains in their development. Children show good levels of engagement in the activities provided and good staff support means all children benefit from a balance of individual play and group activities. Children show interest and listen well during story time. They count and solve simple problems during every day activities and routines, working out how much fruit they can take, ensuring that there is enough for all their friends. Children with English as an additional language are sensitively supported to join in and share their feelings. Children enjoy making marks as they play and chalk round their bodies during outside play. They develop skills for the future as they use the CD players, inserting a CD and confidently plugging in headphones themselves. They show concern and willingly pass the headphones to a friend who is waiting. They show excitement and agility as they play in the soft play room. Children take supervised risks as they ride tricycles and climb on the climbing equipment in order to further develop and perfect their skills. Children progress well in the warm and inclusive environment and thoroughly enjoy their time in the setting.

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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