

Cherry Tree Day Nursery

Inspection report for early years provision

Unique reference number	EY423234
Inspection date	08/08/2011
Inspector	Rachel Ayo
Setting address	86 Main Street, Menston, ILKLEY, West Yorkshire, LS29 6HS
Telephone number	01943 878 100
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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 Day Nursery has been operating as a private day nursery for a number of years, although it was newly registered by the current owners in 2011. It operates from five rooms in a converted house in Menston, near Ilkley in West Yorkshire. Access to the first floor is via stairs. Children have access to a secure, outdoor play area. The nursery accommodates children from the local and wider community.

The nursery is open Mondays to Fridays from 7.30am to 6.30pm throughout the year, excluding public holidays. Holiday provision is provided for children as and when required by parents. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children under eight years may be cared for at any one time; all of whom may be in the early years age group. There are currently 45 children on roll aged from eight months to eight years. The setting provides funded nursery education for three- and four-year-old children and currently supports children with special educational needs and/or disabilities.

There are 10 members of staff working with the children, of whom seven hold a childcare qualification. The nursery receives support from their local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted effectively through detailed policies and procedures, which are implemented well in most aspects. Children make good progress in their learning and development as a result of robust observation, assessment and planning systems, which fully take into account children's individual needs, thereby promoting inclusion. Positive partnerships with parents and others ensure a coherent approach to children's care and education. There is a strong commitment to self-evaluation in order to improve outcomes for children and raise aspirations for them, and the nursery has made good progress since registration.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 22/08/2011

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

- ensure the risk assessment covers anything with which a child may come into contact, in particular the systems for securing stair gates
- improve opportunities for babies and children to explore many processes, media and materials, including natural materials, and to make new things emerge as a result.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively overall. There is robust recruitment and vetting of staff, and adults are fully aware of child protection issues. Daily safety checks are completed, and risk assessments are generally effective in reducing hazards, although records do not include the name of the person who completed them. This is a breach of requirements. Security is good as access is monitored through a buzzer system, a padlock secures the garden gate and there are coded keypads to certain rooms. Gates at the top and bottom of the stairs restrict access to them, although the bolt on the top gate has not been made inaccessible to children. Signs remind adults to be careful when opening doors in case children are behind them and to be mindful of the step down to the baby room. Space and resources, including the deployment of staff, are organised effectively overall in order for children to develop good levels of confidence and independence.

All children's individual needs are effectively met, including the identification of additional needs and linking with other professionals to ensure early intervention and support. Detailed 'All about me' forms enable parents to share what they know about their children, such as their favourite toy, special people, and what they like when they are sad. In addition, 'Home routine' forms enable staff to provide a consistent approach. Adults ensure no gender bias. Girls readily construct with bricks and access the computer, and maths and literacy are incorporated in all areas to fully support boys' learning. Children learn about diversity through visual images, such as dual language signs and posters, and by celebrating their own and others' festivals. For example, as part of Chinese New Year children make lanterns and use Chinese utensils in the role play area.

Good information is exchanged with parents to promote effective partnerships, although written parental permission to seek emergency medical advice as well as treatment is not requested, which is a breach of requirements. Policies and procedures are sent via email, a wide array of information is available along with photographs. Daily diaries are kept for the children in the baby room. Parents are effectively informed about their child's progress through parents' evenings and copies of summary forms which highlight next steps. Parents take children's profiles home regularly and comment on them. There are good links with other providers, including transition arrangements, and staff from the nursery share development summary forms and photograph booklets showing what children enjoy doing.

Effective self-evaluation, such as undertaking local authority quality assurance

schemes, results in a clear vision and the identification of priorities for sustained improvement. Management, room and staff meetings act as forums for reviewing practice, and room checks take place. Parents' views are actively sought through questionnaires and a suggestion box and their ideas are embraced. Parents express very complimentary comments.

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

Children are happy and develop a strong sense of security as a result of positive relationships with staff. Babies settling into the nursery giggle and seek eye contact with their key person, who tickles their face and gently cuddles them when they become tired and are upset. Regular observations of children's interests help staff identify and plan for their next steps and they listen carefully to children, responding to what they hear. The nursery is bright and welcoming; photographs of the children and individually labelled coat pegs clearly help to foster children's sense of belonging. A good range of activities are planned for very young children to encourage exploration and investigation, such as spaghetti, jelly and custard play, although the range of readily accessible natural objects and resources is more limited. In addition, there is a lack of readily accessible arts and craft media and materials to enable children to be spontaneously creative.

Adults support children's learning through their good interaction and questioning. They ask how many windows the house has as children build with blocks, and as children skilfully operate the computer, staff encourage them to count the spots on the ladybird. Children become confident communicators as staff encourage them to use language for thinking and imagination. Children readily talk about what they are doing and about events from home, and toddlers skilfully attempt to string two and three words together. Children's early literacy skills are supported well through visits to the library, making story books and creating self-portraits. Children behave well and are involved in setting ground rules, which helps them learn about boundaries and safe behaviours. They share and take turns on the computer through the use of a timer and praise and encouragement from staff. Visits from the police help children to learn about different aspects of keeping safe such as stranger danger and road safety.

Children benefit from fresh air and exercise through daily outdoor play. On windy days, they use ribbons, kites and streamers from the resource box, make aeroplanes and listen to stories about the wind. They dig for minibeasts and learn about healthy eating as they harvest their own vegetables and use them to prepare meals, such as a potato salad. Interesting outings, such as visits to the farm and trips on the train, further enhance children's outdoor learning. Meals are effectively planned, nutritious and freshly prepared, and there are very effective arrangements for meeting individual dietary needs. Parents are provided with a list of foods and are asked to select what children are allowed and how they would like food to be served. Mealtimes are sociable occasions, and children are encouraged to develop good levels of independence through feeding themselves and helping to serve lunch. Photographs and signs display the hand-washing routine to help

children learn about healthy practices. Staff model good hygiene routines overall to minimise cross-infection, and gained four stars at their most recent environmental health visit. However, there is inconsistent practice with regard to hand-washing after noses are wiped.

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