

# Cherry Tree Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	322072
<b>Inspection date</b>	27/10/2011
<b>Inspector</b>	Jackie Phillips
<b>Setting address</b>	The Nursery, 16-18 Upper York Street, Wakefield, West Yorkshire, WF1 3LQ
<b>Telephone number</b>	01924 362763
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Cherry Tree Day Nursery registered in 1998 and is a private organisation owned and managed by two partners. The setting operates from a detached property on the outskirts of Wakefield town centre. The setting is registered on the Early Years Register and both parts of the Childcare Register. It provides care for a maximum of 52 children under the age of eight years old, of these 24 may be under two years of age. Currently there are 35 children on roll, all of whom are within the early years age range. Cherry Tree Nursery serves families from the local and wider community. The nursery opens between Monday to Friday all year round except for a week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm each day. Children attend on a full or part time basis.

Children aged over two years and up to five years of age are accommodated on the ground floor in three rooms with kitchen facilities and a bathroom close by. Those children under the age of two are cared for on the first floor. There is a separate sleep room, toilet and nappy changing facilities also on this floor. In the cellar there is a staff room, an office and a laundry area. All children have access to an enclosed outdoor play area to the rear of the building. There are eight full time staff employed at the setting and in addition the manager and her business partner. All staff hold recognised childcare qualifications.

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

Overall the quality of the provision is satisfactory.

Overall, children make sound progress in their learning based on a range of interesting play activities provided by adults. The setting meets children's individual needs satisfactorily. Children are cared for in a secure environment. However, some aspects, particularly related to required, legal documentation fails to effectively safeguard them. Partnership working, especially with parents is valued. Vision for continual improvement driven by effective systems for self-evaluation is not yet firmly established.

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

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) 11/11/2011
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and 11/11/2011

the date on which they were obtained (Suitable people).

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

- improve the opportunities for children to become more independent throughout the daily routine
- improve the opportunities for children to see pictures of positive images around the setting
- develop systems for planning, observation and assessment, particularly to meet the individual needs of children and track more effectively their progress towards the early learning goals
- ensure staff's knowledge of safeguarding is regularly updated
- develop systems for self-evaluation leading to improvement of the provision and outcomes for children.

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

The manager of the setting provides a good induction process for new staff to help them familiarise with the operation and management of the setting. Recruitment systems, include making sure that staff are checked to confirm they are suitable to work with children. However, at the time of the inspection required information to support this was not available. This is a specific legal welfare requirement. Adults understand their responsibility to protect children from harm. They know the action to take if concerns are raised about a child's welfare or well-being. There is relevant written information in place to refer to if necessary. Some staff have not attended safeguarding training for some time to keep their knowledge and understanding of appropriate procedures updated. The nursery is extremely clean, neatly organised and well maintained. It is very secure which prevents unauthorised access or children leaving unsupervised. The legal welfare requirement to have a risk assessment system in place is only partially met. Some records are in use but do not cover everything with sufficient detail. For example, risk assessing potential hazards associated with having a low level photocopier and paper cutter in the playroom and storage of children's tooth brushes.

Currently the property is benefitting from some refurbishment, including new windows and re-decorating. The environment is bright, warm and very welcoming enhanced by attractive displays which children contribute towards. A range of charts, posters and photographs add to the pleasant appearance although there is a lack of pictures that represent positive images around the setting. The varied range of toys, equipment and resources are clean and in very good condition. Some are placed at low level to encourage children to make independent choices and decisions. Adults observe the children and make assessments of their progress. Some information is used to guide planning but in the main the choice is led mainly by adults. Systems for planning, observation and assessment are adequate but do not clearly show how the individual needs of children are being met, the influence on planning and target setting or how progress towards the

early learning goals is being tracked.

Parents are provided with good support and information. For example, staff respect parents shift patterns and assist them with this in meaningful ways. For instance, making sure meals are kept for children if they arrive later than lunch time due to parents times of employment. There are many letters and thank you cards from parents displayed around the nursery. Adults do not currently care for any children who attend other early years provision. However, they are aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. Parents, by choice, do not always enter the rooms their children use and this is an area identified by the manager for improvement. She recognises that they miss the opportunity to be better informed, particularly to have direct access to children's development profiles, see their art work displayed or the range of toys and activities they enjoy. The setting's range of written policies and procedures are available for parents to view in the reception area. The majority support the overall operation and management of the provision although the policies relating to a lost or uncollected child are very brief.

The manager has begun to self-evaluate the provision for improvement but this is not yet firmly established. The opportunities for staff to join together as a team to discuss all aspects of positive working practices are spasmodic. This limits effective information sharing and restricts collaborative team effort to determine the vision for the provision to move forwards. Some, but not all, recommendations raised at the last inspection have been met. For example, risk assessments remain an issue now for prompt improvement. The manager works very hard to ensure children, parents and staff are happy. She welcomes support to seek further improvement particularly in focusing the settings efforts on priorities.

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

Children are broadly content, settled and willingly take part in activities. Some display high levels of confidence. They get involved in making some decisions about the activities they engage in but the opportunities for children to take more responsibility and be independent are limited. The setting obtains some information from parents to enable them to meet individual needs and assess children's starting points. For example, finding out about dietary requirements and home language. Children are very familiar with the structured routine. This includes snack and mealtimes and the rota for outdoor play. In the garden a varied range of toys and equipment supports children to be active in the fresh air. They have grown and harvested their own produce such as tomatoes, potatoes and runner beans. Activities overall to encourage children to explore, investigate, be inquisitive and in particular benefit from a wide range of activities to raise their sensory awareness are limited.

Food at the setting is freshly prepared. Meals are nutritious and include healthy options. Drinks are usually readily accessible to prevent children becoming thirsty. Sometimes beakers are placed out of reach for babies and younger children on a high shelf. This means unless they can communicate they may not have a drink or

they might forget and become dehydrated. There are missed opportunities at lunch time for the older children to develop social skills and be more independent at serving themselves to food and making informed choices. For example, they are not always provided with a knife and fork but use a spoon and their meals are served in bowls for them. Children develop a sense of keeping themselves safe at the setting by being involved in practising the emergency evacuation procedure. However, overall safeguarding is an area for concern which impacts on children being and feeling safe.

The programme for learning includes activities children enjoy and which contributes satisfactorily to their early education. For example, they take part in a variety of art and craft activities, such as painting, collage and colouring. Some are very confident at completing puzzles supporting their problem solving skills. There are some resources that help children understand everyday information and communication technology, such as mobile phones, tills and hand-held computers. There are toy domestic appliances, such as a vacuum cleaner and a microwave which enables children to be involved in role play and makes a positive link with home. Planned activities take place to help children understand traditional and some cultural events, such as Chinese New Year and Halloween. In the past visitors to the setting have been welcome to share their knowledge and skills with children. For example, adults and animals from the Owl and Donkey Sanctuary. Sometimes children take part in fundraising events. This helps them understand the world in which they live and develop a sense of place in society. Overall, babies and children generally secure the skills they need in order to make progress in their learning.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----