

The Cherry Trees Nursery

Inspection report for early years provision

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Inspector Lynne Lewington

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Type of setting Childcare - Non-Domestic

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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

The Cherry Trees Nursery is one of eight nurseries owned by All About Children Limited. The nursery opened in 2011 and is registered on the Early Years Register. It is situated on the Slough Trading Estate, Berkshire. The nursery operates from five rooms in a purpose-built building. All children share access to a secure enclosed outdoor play area. A maximum of 134 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 7.45am until 6pm for 51 weeks of the year.

There are currently 154 children aged from three months to under five years on roll. Children aged three and four years are funded for free early education. The nursery supports a number of children with special educational needs and/or disabilities and also children learning English as an additional language. The nursery employs 28 members of staff and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This excellent setting ensures children make very good progress in all areas of their learning and development as effective systems are in place to monitor and record children's progress overall. The strong leadership and management team supervise staff well and recognise the need to encourage and develop the skills of the team through new opportunities. The rigorous and thoughtful self-evaluation system, along with participation in a well-documented development scheme, enables the setting to maintain its very high standards and continuously develop for the benefit of the children who attend. Highly effective partnerships with parents and professionals contribute significantly to the high quality service offered. The enthusiastic staff team promote exemplary levels of security, safety and hygiene, promoting the wellbeing of all children consistently throughout the nursery. Modern high quality resources are made easily accessible to children, which support and stimulate individual interests and curiosity.

What steps need to be taken to improve provision further?

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

- strengthening the systems for monitoring each child's progress in order to more clearly identify the rate at which they are progressing and to identify any gaps in their achievements.

The effectiveness of leadership and management of the early years provision

Robust security measures are in place throughout the setting, promoting the safety of the children and the staff. Comprehensive vetting and recruitment procedures help to ensure staff are suitable for their role with young children. All staff undertake safeguarding training and can identify behaviours and injuries which may give concern. A detailed safeguarding policy is available and displayed clearly for parents to see, ensuring everyone is aware of the settings role in safeguarding children. Comprehensive risk assessments clearly indicate the high level of thought and consideration given to potential risks, enabling staff to manage these safely and appropriately.

The setting has undergone many changes under the new management, including reorganisation of the rooms. Children are based in large well equipped playrooms, which are light and attractive. The baby room benefits from access to a sensory area where children explore textures and lights. The thoughtful layout of each room provides space for floor play, rest and table top play. The resources are all high quality, age appropriate and in excellent condition and stored enabling children to make independent choices in their play. Good use is made of the very attractive secure outdoor environment. Excellent deployment of staff ensures a high staff to child ratio is maintained at all times.

Equality and diversity is promoted very effectively in all aspects of the nursery. Excellent care is taken to ensure parents share information about their children and opportunities are given to settle children. This enables staff to get to know children and ensure they understand and provide appropriate care and opportunities. For example, if children are learning English as an additional language, staff ask parents to provide a list of the words children use and the pronunciation. This enables staff to support the child effectively and acknowledge their communication. Outings in the local area enable children to learn about the wider world and the roles people play in our community.

Parents speak very highly of the service offered. They feel very well informed about their children's experiences, activities and progress and also feel their knowledge of their child is valued. Newsletters, photographs, learning journals, noticeboards and face to face conversations all help to ensure excellent communication. Transitions within the setting are managed well and thoughtful care is taken to manage transitions to school. Reception class teachers are welcome to visit the setting and meet the children. The nursery makes excellent use of the expertise of professionals to assist them in their work and ongoing development. They participate in 'I talk'. Staff have undertaken training to develop their skills and understanding of this programme which encourages and monitors children's language development.

Staff and parents are encouraged to share their ideas and views of the setting for the self-evaluation. The setting also participates in an ongoing evaluation system which helps to ensure they are constantly reviewing and evaluating provision. The highly committed and enthusiastic staff set themselves realistic goals and action

plans to assist in development. Their ambitions for the future include improving the outdoor play environment and increasing staff knowledge and skills.

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

Health and safety is promoted exceptionally well in this happy child centred environment. Children leave their parents confidently and warmly greet staff who take the time to greet them individually and speak to parents. This enables children to feel important and welcome. Children form warm positive relationships with their key workers and also become familiar with the wider staff team. The children's confidence in each room indicates a sense of security and familiarity, enabling them to feel comfortable to explore and participate, developing their curiosity and interests. Children show increasing awareness of safe behaviours relevant to their ages and abilities. Staff encourage this awareness as they talk to the children about why they need to do things. Children enjoy healthy snacks and meals prepared freshly on the premises each day. A high level of care is taken to manage allergies and ensure vegetarian needs are met. The importance of physical development and activities in natural light and fresh air is recognised and good use is made of the outdoor environment. A low level climbing frame, tunnel and slide encourage toddlers' coordination and balance well. Older children enjoy opportunities to participate in swimming and dance, increasing their coordination, balance and physical abilities. Staff recognise the importance of enabling children to have opportunities for busy and quiet times and many of the children rest after lunch, ensuring they are refreshed and happy to participate in activities for the rest of the day.

The progress of each child is monitored through their learning journals. These provide photographs and notes of the children's activities and are used to inform planning and development opportunities. Journals are monitored for consistency, although not all staff currently provide sufficient levels of information to ensure each child's individual progress is recorded effectively, enabling further achievements. The manager is confident that the supervision and other measures in place ensure all children's development is closely monitored overall. For example, the 'I talk' assessments indicate children's speech and language progress is monitored well, ensuring any concerns can be addressed swiftly and professional advice sought if required.

Children in all areas of the nursery are sociable and inquisitive. They demonstrate a keen interest in everything that is going on around them and listen attentively and ask questions. Staff are attentive; they sit at the children's level, make good eye contact and speak clearly. This encourages children's participation and staff attentively listen for responses. For example, staff actively use large puppets and visual tools to encourage children to talk about and identify their different feelings. Children use the high quality fact and fiction books well in all rooms. Adults read to them and the children use the books independently, sometimes recalling the story as they turn the pages. Children make marks with a variety of resources and some attempt to write their names. Children have many opportunities to see the written

word around the setting and also to recognise their own name. High quality attractive displays of the children's work are labelled and include children's comments about their work.

Children enjoy the opportunities to sing and participate in action songs, increasing their language skills and physical abilities as they join in. Children dress up in a variety of costumes and use props to act out their experiences. They talk confidently on the telephone and act out experiences as they recall events. Children use their ideas to create a landscape, with houses, flats, bushes and roads. The adult allows the children to lead their play and encourages their participation with open questions. They talk about size, shape, position, and numbers. Children create their own beautiful paintings, assist in the making of dough and use clay to create. Children enjoy using the bricks and blocks to build. They compare and match items, increasing early awareness of mathematical ideas and developing manipulative skills as they make them balance. Children have access to a digital camera which they use around the setting, developing their awareness of modern technology. The arrival of a tortoise has created a range of learning opportunities which the staff have seized and developed from the children's natural interest and curiosity. This has included visits to the pet shop and vets, exploration of texture, and use of the magnifying glass, discussion about food and reptiles. The youngest children are cared for in a warm and nurturing environment where they have opportunities to explore new textures as they use heuristic materials, play in the sensory area and most importantly enjoy warm nurturing cuddles with the staff.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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