

Cherry Tree Day Nursery & Kidz Club

17 Holmwood Drive, New Parks, Leicester, Leicestershire, LE3 9LG

Inspection date	20/09/2012
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a secure knowledge of the Early Years Foundation Stage and interact well with children to support their learning and development. They use a variety of effective techniques, ensuring this is balanced to give children time to think and problem solve.
- The key person system has been very well established so that the nursery can securely meet the needs of each child who attends the setting. Staff skilfully use the information gathered at the time of placement to ensure children are well supported to settle.
- Support for children with additional needs is well co-ordinated and effectively monitored. Organised support in conjunction with external agencies is delivered to ensure that any identified gaps in children's learning are addressed.
- Systems to monitor and evaluate different aspects of practice have been thoroughly considered. The nursery is committed to developing the knowledge and skills of all staff through relevant training and support.

It is not yet outstanding because

- Systems to share information with other settings that children attend have not been fully developed to ensure continuity in children's learning and development.
- Parents' contributions to their child's learning journey are not always fully captured to enable their contributions to be considered fully when planning activities for individual

children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four main play rooms, the outside learning environment and in the Kidz Club.
- The inspector held meetings with the managers and owners of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Justine Ellaway

Full Report

Information about the setting

Cherry Tree Day Nursery and Kidz club opened in 2004. The setting is privately owned. It operates from rooms within a converted detached property in the New Parks area of

Leicester. The nursery is open each weekday from 7.15am to 6pm all year round. The kidz club offers out of school and holiday care and takes the children on numerous trips around the county. All children share access to an enclosed outdoor play area. The setting is accessible to the ground floor.

The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 95 children on roll, 62 of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nineteen members of staff, one of whom has Early Years Professional Status, one of whom holds a degree in Early years and sixteen members of staff who are qualified to at least level three. One member of staff is being sponsored to attend university. The setting provides funded early education for two-, three- and four- year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- help parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities
- develop further the arrangements for sharing information and partnership working with other providers that children attend in parallel with the nursery, in order to fully support children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Across the setting, staff are consistently good at supporting children's learning through effective teaching techniques. As a result children make good progress in their learning and development. The balance of modelling, questioning, guidance, encouraging independence and regular praise by the staff means that there is a calm and comfortable learning environment and children are interested and keen to engage.

Good consideration is given to supporting children's language and communication skills. The setting has implemented the 'Every Child a Talker' programme and use tracking sheets to identify when early intervention is needed. Babies and young children develop their language skills as they attempt to copy animal sounds or simple words spoken by staff during play. Staff in the pre-school room capture children's interest when reading

them a story by talking about what is happening, so that children are encouraged to describe and explain. Picture prompts are used to support children's understanding of the routines and staff within the toddler room use sign language so that children can communicate in different ways.

The presentation and layout of the outdoor area makes good use of the space. Children benefit from daily opportunities to play outside. Children's physical skills are well supported as staff join in with play such as ball skills and children in the pre-school make good attempts at throwing and bouncing. Children's technology skills are well supported through the provision of appropriate resources. Babies play with a range of toys that have buttons, flaps and handles and that move in unusual ways. Children in the pre-school develop their skills through the use of the touch screen computer.

Sound planning and monitoring systems ensure that the areas of learning are consistently covered within each age group. Resources are planned according to children's interests and planning is flexible. Staff can securely explain how observation and assessment systems work and files are clear and easy to follow. Useful information is gathered from parents and carers to inform children's starting points and parents are offered regular opportunities to be updated on the progress of their child. However, parents' contributions are not routinely gathered and recorded so that they are fully encouraged to engage with their child's learning and development.

The contribution of the early years provision to the well-being of children

The setting's very effective key person system is successful in helping children to form secure bonds with adults and to feel comfortable and develop confidence within the setting. Careful attention is given to the times of attendance so that children are greeted by consistent adults when they arrive. Each key person can talk in detail about their key children without referring to any notes. All children, including young children who have only been attending for a short time, settle easily and develop a sense of belonging within the setting. Staff are careful to help children build up a bond with other staff in the room so that over time and relevant to their stage of development, they feel comfortable when their key person is not present. Useful transition information is passed onto the next room and shared with parents so that children settle well.

The organisation of staff within the setting means that the transition between activities such as meal times and nappy changing is managed effectively and has no impact on the children. Staff create and maintain a calm and safe environment where children feel secure. Any minor behaviour issues are well supported by staff who effectively remind children of what they should do, rather than what they should not, to support their understanding. Babies' exploration and physical skills are promoted by the layout of the toys and resources and the range available. They are well laid out, as they are grouped into type, so that children are encouraged to move around the room and investigate.

Staff ensure they undertake opportunities to support children to learn about a healthy lifestyle through routines as well as activities. Whilst the older children are enjoying fruit

for snack, staff talk about which elements of the piece of fruit are particularly good for you. Activities offer children opportunities to talk about the importance of keeping fit and brushing your teeth.

Staff give clear reminders and explanations to support children's understanding of safety and safe practices. There are clearly established rules to promote children's safety outdoors, for example, when using the large play equipment. Children demonstrate they understand these and play safely both indoors and outdoors. Even when taking risks, for example, sliding backwards down the slope on a sit and ride toy, they do this with care and consideration for others around them.

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

Systems to evaluate practice within the setting and identify areas for improvement are well-established. Good consideration is given to including the views of parents, staff and children and ensuring that all areas of practice are regularly reflected upon. The management team are constantly making improvements to improve the quality of the provision. For example, during the refurbishment of the outdoor flooring, changes were made so that it now looks like a road. This stimulates children's imagination when they are playing with the equipment such as the sit and ride toys. Areas for improvement recently identified are relevant and will build on the already good practice. Thorough staff performance management systems, starting with recruitment and induction, enable the management team to assess the effectiveness of the staff team. There is a strong commitment to developing the knowledge and skills of staff through training and encouraging them to be reflective practitioners. Feedback on performance is also provided during the appraisal system.

There are sound systems to monitor children's progress within the setting. The delegated special educational needs and/or disability co-ordinator monitors the progress of those children who are receiving support. The management team monitor all children's progress through the regular auditing of files and tracking of children's progress, both individually and as a group. Good use is made of external auditing, both through one of the sister nurseries and the local children's centre, to ensure staff are maintaining accurate and useful information in children's learning journeys.

A commitment to support parents means that useful initiatives have been implemented. Parents are able to borrow reading books and story sacks to promote a love of books and reading. Regular newsletters provide information on the rhyme of the month and story of the week as well as what activities are taking place. The setting is very effective at engaging with other professionals that are involved with children who have additional support needs and are committed to providing co-ordinated support. Transitions to other settings are well co-ordinated and the setting takes a proactive approach to this. However, systems to share information with other settings that children attend at the same time as the nursery are not as well established.

Systems to test staff understanding of the policies and procedures mean that staff are

very confident in their practice and know exactly where to go should they require any further information. They are very confident when explaining what they would do if there were concerns in relation to child protection and express an absolute commitment to ensuring children are safeguarded.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY277070
Local authority	Leicester City
Inspection number	883661
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	58
Number of children on roll	95
Name of provider	Apple Tree Day Nursery
Date of previous inspection	16/03/2009
Telephone number	0116 2870092

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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