

Cherrygrove Nursery

Deeds Grove, High Wycombe, Buckinghamshire, HP12 3NU

Inspection date	15/10/2012
Previous inspection date	12/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's transitions from home to the setting and from one room to another are well supported, helping children maintain a feeling of safety and security.
- Children successfully learn about other people and their community. Those who are learning English as an additional language or who have special educational needs and/or disabilities are helped to achieve, because practitioners understand what needs to be done to help them move forward.
- Practitioners work well with parents, collecting information and using this to support learning and development both in the setting and at home.

It is not yet good because

- The responsibility of the provision to protect personal and private information has not been understood.
- Educational programmes are not delivered consistently to enable all children to make good progress towards the early learning goals. Systems for assessing children's progress are not consistently implemented.
- Systems to identify and tackle weaknesses in staff effectiveness are not fully effective.

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.

Inspection activities

- The Inspector read the previous report prior to the inspection.
- The Inspector read the self-evaluation prior to the inspection.
- The Inspector interviewed two parents, a number of practitioners and the manager to discuss their thoughts on the effectiveness of the provision.
- The Inspector looked at documentation to support discussions and observations.
- The Inspector carried out two joint observations with the manager and additional observations were completed to support judgments. Observations were carried out in all rooms and in the outside space to observe children playing and learning and the teaching by practitioners.

Inspector

Carolyn Hasler

Full Report

Information about the setting

Cherrygrove Nursery registered in 2003 and is part of a chain of eight private nurseries owned by Cherry Nurseries Limited. The nursery is situated in the Cressex area of High Wycombe and the intake of children is from the local area. The nursery operates from several rooms in a converted church and there is access to an outdoor play area.

The nursery is registered on the Early Years Register. It opens on weekdays, for 51 weeks of the year, from 7.30am until 6.15pm. There are currently 52 children on roll. The nursery is in receipt of funding for early education for three- and four-year-olds. The nursery supports a number of children who are learning to speak English as an additional language and a number of children with special educational needs and/or disabilities. There are 11 members of staff who work with the children and all hold appropriate qualifications in early years to at least level 2 or above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programmes to challenge and extend children's learning by a) using the 'Development Matters' guidance consistently to identify next steps in all areas of learning; b) developing effective supervision, which provides support and coaching for practitioners to improve their personal effectiveness in promoting children's progress
- take action to ensure that confidential information on children is kept securely and only accessible and available to those who have a right or professional need to see them.

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

- develop the educational programme for maths by providing more opportunities for children to improve their skills in counting, and solving numerical problems that include shape and measure.

Inspection judgements

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

Children enjoy their time at the nursery. In general, children receive support and guidance to help them move their learning forward. Children's interests lead many activities. Practitioners provide support and guidance often successfully extending activities to broaden children's experiences. Starting points are secure with a strong focus on parent's initial and continued contribution. However, practice in delivering teaching and learning is inconsistent across the setting. In some cases planning for focused activities is not always effective. This impacts on how teaching supports learning. For example, narrow objectives for activities limit the practitioner's ability to extend and broaden the experience. There are missed opportunities to consolidate mathematical skills or talk about textures and how

different materials respond when mixed together. The lack of skilful questioning and time to respond limits children's ability to think creatively and critically. Hurrying through some activities limits children's ability to engage and explore. Overall, practitioners assess children's learning appropriately. However, this is not consistently rigorous. For example, next steps specifically around mathematical development are basic and are not fully matched or challenging to individual children.

Children are appropriately supported in their communication and language skills. Staff are aware that babies and toddlers, are making progress against expected targets for their age. Those who are learning English as an additional language and those who have communication difficulties are suitably supported through a range of resources. These include key words in home languages, picture aids and signing. Practitioners working with these groups of children show skills in supporting and developing language and children make good progress. However, there is too little planning for extending language within focused activities.

Overall, the key person system works well. Parents are aware of who their children's key person is and feel able to talk to them about their children's development. Key people have a buddy system. This helps to ensure when a key person is absent, there is a second person who knows all about children. This means they can support children's welfare and learning and development needs. Overall, this works well. Never-the-less, on occasion, this is less effective when both key person and buddy are absent together. However, the management team make the most of these occasions. They deploy other familiar practitioners from across the setting or draft in additional practitioners from sister nurseries to give support.

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

Secure partnership working with parents enables children to make the transition from home into the nursery with support. Children separate well from parents and make strong attachments to key people. Overall, key people show warm, loving and consistent care towards children. Children enjoy snuggling and cuddling up to their key worker, and the security offered helps children extend those skills to others. For example, babies and young children are aware of the activities of their peers. Older toddlers are playing side by side and are beginning to join in. While older and more confident children seek out special friends and engage in group activities. Children hold their own conversations during child-initiated play. They are friendly and inquisitive towards new people. Practitioners, help children learn socially acceptable behaviour by offering them strong role models. Practitioners show respect to children, are kind and polite. They offer praise specific to children's actions so that they learn exactly why they are special. Children respond by following the good examples they are given. They learn how to share and take turns, and build skills in negotiating. Positive attitudes of practitioners and good resources support children learning about themselves, other people and communities. Parents share how welcome they feel and are reassured that children are learning all about their own and other cultures. This is one of the features they particularly like about the nursery.

Overall, the environment is well resourced. Both inside and outside spaces are used to promote learning experiences. Although, the pre-school room does not do enough to promote number, shape and colour. Children are encouraged to be active both inside and out. They have access to a well resourced soft play area and ball pool which encourages them to crawl, climb and stretch. Opportunities to balance and climb are readily available outside as well, and this allows children to take calculated risks. Children respond positively to practitioners when they remind them to play safely. They learn how to control trundle tricycles, manoeuvring them backwards and forwards and turning them with control. The nursery's routines generally encourage children to try new skills and complete tasks they have chosen to do. For example, two and three year olds attempt to take off their own coats. Practitioners wait patiently and offer support only when a child seeks help. This aids them learning how to be independent. Children all enjoy freshly cooked nutritious meals. Positive images of healthy and colourful foods are placed strategically by snack and mealtime areas. Practitioners take account of children's dietary requirements during activities such as cooking and for meals. They talk to children about healthy eating. The subtle messages children receive, and continuous inclusion of healthy tastes, help children to form healthy eating habits.

Family books, which show photographs of children's homes, family members and special friends, help children make links between home and the setting. In addition, visits to the nursery help children build familiarity with their key person and the environment. This is reflected each time children make a transition between rooms within the nursery. Practitioners work closely with parents to ensure children settle. They provide a profile of development for parents and the new key person to ensure learning and development is transferred appropriately. Practitioners are working towards completing the two year assessment. They provide a 'going to school' profile for children at the end of their learning journey with the nursery. They work with local schools to ensure transitions are well supported.

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

Practitioners demonstrate a good knowledge of child protection issues and know signs and symptoms and how to record and report their concerns. They show good awareness of policies, such as safeguarding children's welfare and how to contact and work with outside agencies. Policies and procedures cover a range of safeguarding and welfare issues. The management team ensure that both parents and practitioners are well informed about these in order to support children's wellbeing. There is a robust recruitment procedure in place and visitors to the nursery are required to sign in. There is an improved awareness of risk assessments by practitioners, who ensure the premises are safe on a daily basis. Records such as accidents, incidents and the administration of medication are reviewed and analysed. The management team identify patterns and this information is successfully used to reduce risks. However, the storage of personal information on children is not always robust, as children's details intended for staff are sometimes displayed in the children's rooms.

The management team seek the views of parents, children and practitioners in order to evaluate the provision. They drive forward improvement by analysing information collected and action plans help organise progress. The management team have a sound overview of the educational programmes. They have worked hard to provide practitioners with the resources they need to enable them to provide good quality assessments. However, in practice, these are not consistently implemented. Whilst the manager is building skills in identifying and tackling underperformance this is not yet effective. This results in some children's needs not fully planned for, therefore, they are not sufficiently challenged. There are a number of systems in place to support practitioners. For example, new practitioners complete an induction program. In addition regular staff meetings, general observations of practice and supervision all help to foster a culture of support. Practitioners report that the management team are keen to support improved qualification levels. Staff receive training via workshops in-house or through the local authority.

On initial contact with the setting parents receive a parent's pack which provides them with information about the nursery and how it works. Parents report how supportive practitioners are. They state that they feel fully informed about children's progress through daily information sharing and parents' events. Practitioners work successfully with other agencies to support children with additional needs. They share individual educational plans to enable care, learning and development plans to be strengthened and consistent. This helps children to consolidate learning.

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

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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	EY267900
Local authority	Buckinghamshire
Inspection number	814603
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	52
Name of provider	Cherry Nurseries Limited
Date of previous inspection	12/11/2009
Telephone number	01494 464564

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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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