

Cherry Tree Play House

Manningham Mills Sports & Community Association, Scotchman Road, BRADFORD, West Yorkshire, BD9 5AT

Inspection date

Previous inspection date

23/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	3
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 are happy and settle well as the staff team work together satisfactorily to create a warm and welcoming environment.
- Children receive support to develop sound personal hygiene and the learning environment is clean and tidy.
- Staff have a suitable understanding of the revised Early Years Foundation Stage framework, therefore, children's care and learning needs are sufficiently met.
- Children behave well as staff are positive role models and provide the children with clear boundaries.

It is not yet good because

- Planning does not yet offer a good balance of adult-led and child-initiated play opportunities, and it is not evaluated fully to ensure that the educational programme for expressive arts and design is effectively provided.
- Improvement plans lack rigour and do not fully ensure children and their families benefit from better practice in all areas.
- Children do not have good opportunities to practise balancing and climbing skills; and staff do not effectively question children to prompt their thinking and imagination.

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 main room.
- The inspector spoke with the manager and staff at appropriate times and throughout the observations.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector also took account of the views of one carer spoken to on the day.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Cherry Tree Play House nursery was registered in 2012. It is located on the site of Manningham Mills Sports and Community Association in Heaton, Bradford. The nursery operates from 8am to 6pm each weekday and closes during public holidays. It operates from purpose-built premises in the community association centre. The nursery comprises of one room with free-flow outside play area. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting receives funding for the provision of early years education to three- and four-year-olds and funding for priority children across all ages. There are currently five children aged between two-years-old and under five years on roll. Children attend mainly from the local area.

The owner and manager oversees the day-to-day management of the nursery. There are three staff employed to work in the nursery; two of these hold appropriate early years qualifications. The setting receives support from the local authority.

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 programme for expressive arts and design by encouraging children to use and talk about a wide range of materials and tools
- improve the systems for planning, assessment and observation, to ensure a balance of adult-led and child-initiated play covering all areas of learning is offered, leading to appropriately targeted and challenging activities for children.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement
- ensure children have opportunities to find their own ways to represent and develop their own ideas, for example, through open-ended questions
- develop further opportunities for the children to have regular access to physical play to further support their physical development.

Inspection judgements

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

Staff have a sound understanding of children's learning and development needs enabling children to make satisfactory progress. Practitioners complete sufficient assessments of children's progress in the setting. Initial written information is gathered from parents during settling-in sessions. However, this focuses on children's routines and preferences, rather than what their children can do on entry to the nursery. This potentially impacts upon the speed of children's progress in their early days at the setting. Planning is in place

and covers all areas of learning to ensure that a good range of toys and activities are offered to support children's independent choice. However, this is not evaluated to ensure that a balance of all areas of learning are plotted and planned for to support the needs of all children. In addition, staff are not using what they know about children to effectively tailor the planning to highlight children's next steps or offer appropriate challenge. For example, during a mark making activity, staff did not extend children's learning by engaging in open-ended questions and did not have a learning outcome in mind for this. As a consequence, there were missed learning opportunities for children's development.

The children are settling well and are developing confidence as they start to enjoy spending time at the nursery. They create their own games and play harmoniously with the adults. For example, children often initiate their own play in the home corner. They are imaginative and, for example, they make food and drinks for each other whilst acting out roles of being the adult and preparing food for family members. Toys and resources are easily accessible to children of all ages because there is a good amount of low-level storage in each of the playrooms. Therefore, children make decisions for themselves and are becoming independent as they readily self-select what they would like to play with. There is a satisfactory balance of child-initiated and adult-led activities. The majority of adult-led activities are suitably planned, taking into account children's interests and their current stage of development. However, on occasions, activities planned to support children in learning skills in expressive arts and design do not consistently consider their individual abilities and present them with enough challenge. For example, staff do not encourage children to explore and talk about the materials and tools they are using. Children are encouraged to become independent. For example, staff encourage them to put on their clothing independently and tidy away their toys when they have finished playing. These developing independence skills help to prepare the children for school readiness.

Children's literacy skills are supported across the nursery. For example, the staff promote language development through the sound use of cosy book area. The story time is used to support language development for all the children. The staff suitably support children's listening skills as they encourage them to listen to the loud environment noises, such as the wind and rain. This encourages the toddlers to explore and imitate sounds, which supports their language development. Staff use the environment appropriately to support children's mathematical development as they count the cups on the snack table and numbers are displayed throughout the nursery. This encourages children's understanding of number. Children have regular opportunities to play in sand and water. However, children's physical development is not always fully supported. Although there is an enclosed small play space, when the weather is inclement the children do not regularly access equipment that encourages them to use skills such as climbing or balance. This impacts on the development of their co-ordination and large muscle skills.

Parents have appropriate opportunities to be involved in their child's learning. They speak to the manager daily and satisfactory information is recorded in the 'All about me' file. Comments from carers are positive and they state that they feel they are welcomed and that they would recommend the nursery to others. The nursery has been operational for a few months and have developing plans in place around transition. The discussions with

other settings are being developed as part of the support the setting receive from the local early years development teams.

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

Children are well behaved as staff affirm and praise positive behaviour. Children have opportunities to identify and discuss boundaries, so they understand why the boundaries are there and what they are intended to achieve. This helps to support them in managing their feelings and behaviour. Children's emotional needs are adequately supported as there is a satisfactory key person in place. Staff tune in sensitively to children and provide warm and caring environment. This ensures children's emotional needs are supported adequately. Children seek practitioners for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Children are developing awareness of their own needs through the support of their key person. For example, the children are asked if they are hungry, and then access some fruit and noodles. The key person ensures the book area is cosy and comforting as children settle for story time. This helps them to feel safe and secure. Children are supported appropriately in developing awareness of their health and self-care. For example, drinking water is provided for all of the children to access independently throughout the day and a satisfactory healthy, balanced diet is provided. Children have a sound understanding of hygiene as they wash their hands independently before lunch time and wipe their nose using tissues.

Children do not always have enough opportunity to be physically active and enjoy fresh air. In the warmer weather children use the small outdoor play space but in the winter they have less frequent opportunities to engage in physical activity. This hinders the progress they make in their physical control and coordination and impacts on their health and well-being. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys and helping to prepare the activity area. This demonstrates they are learning skills for the future. They develop some self-care skills, for example, they put on their own coats before leaving with their carers. Staff help develop children's awareness of safe practices suitably. For example, they regularly take part in fire evacuation drills. This develops their understanding of procedures to follow in the event of a fire. Care arrangements are discussed at the start of any placement and staff ensure that they work closely with parents around the children's individual care needs. For example, dietary needs are recorded to provide children with foods in accordance to their religion.

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

Children are safeguarded satisfactorily. There are appropriate policies and procedures in place to ensure the safeguarding and welfare of children. The designated person for safeguarding is the owner/manager, who has a suitable understanding of the systems to follow should she have any concerns. Appropriate recruitment and vetting procedures ensure that all adults working with children are suitable to do so. A suitable risk assessment is conducted of all the areas used by children and reasonable steps are taken

to ensure hazards to children, both indoors and when on outings, are kept to a minimum. This ensures children are kept safe at all times.

They are in the early stages of beginning to identify their strengths and areas for improvement. However, they lack rigour and are not fully effective in supporting ongoing improvements to the provision for children and their families. Also, the manager has fully recognised the gaps in the staff's knowledge relating to the new Early Years Foundation Stage. This impacts on the overall learning and development of the children. Management and staff welcome the support from their local early years advisors to improve the service they provide. For example, the staff are attending training courses over the next few months to gain better understanding and delivery of the Early Years Foundation Stage. This ensures the nursery is striving for continual improvement, aimed at improving the quality of care and education children receive.

Parents are consulted at the settling-in period of their child and engage in discussion with the key person. The manager is developing partnerships with other settings. For example, she has made arrangements to work with the local school to ensure transition arrangements are continually improved

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	EY449754
Local authority	Bradford
Inspection number	810606
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	10
Number of children on roll	5
Name of provider	Neelam Saddique
Date of previous inspection	Not applicable
Telephone number	01274491919

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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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