

# Cherryvale Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	119980
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Catherine Hill / Hazel Stuart-Buddery
<b>Setting address</b>	Frimley Road, Ash Vale, Surrey, GU12 5NZ
<b>Telephone number</b>	01252 545477
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## 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).

## Description of the setting

Cherryvale Day Nursery opened in 1998. It operates from a former school building in a residential area of Ash Vale in Surrey and serves the surrounding areas. Children are accommodated in age related groups. There are enclosed outside play areas, an indoor play area and the nursery also has a soft play area.

Cherryvale is a private day nursery, which is part of the Cherry Childcare Group. They are registered on the Early Years Register to care for a maximum of 98 children at any one time. There are currently 137 children from six weeks up to five years on roll. This includes 25 funded children. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens five days a week all year round from 07.30 to 18.30, apart from a week between Christmas and New Year and Bank holidays.

There are 24 full-time staff who work with the children and three supernumerary staff members. There are 22 qualified members of staff and two who are currently on training. The setting receives support from an early education advisor from Surrey.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. All staff have a good understanding of children's individual needs and work closely with parents to ensure their needs are met, creating inclusive practice. Children are happy, confident and sociable and make good progress in their learning and development. The management team are enthusiastic and have a strong commitment to the continuous improvement of the nursery. They have clearly identified strengths and areas for further development and have procedures in place to implement changes to benefit all children attending the nursery.

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

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

- further improve inclusive practice by providing key word labels for children who speak English as an additional language
- further improve partnerships with parents by ensuring all policies and procedures are freely accessible.

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

- ensure significant changes or events are notified to Ofsted within prescribed timescales [Suitable premises, environment & equipment].

10/03/2009

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

Staff have a good understanding of the procedures to follow with any child protection concerns, which ensures children's welfare is safeguarded. Children are safe and secure within the nursery as good security procedures are in place. For example, a coded system, which is changed every six months, ensures only authorised personnel enter the building. Effective recruitment and on-going suitability checks ensure staff are suitable to work with the children. The nursery is very well organised and a comprehensive range of documentation is in place to support practice. All recommendations made at the previous inspection have been addressed, although significant structural changes within the nursery were not notified to Ofsted. These changes, however, did not impact on children's safety.

Good partnerships are established with parents, who all receive a daily information sheet regarding their child's care. Progress reports are completed every three months and sent home, along with their child development files, for parents to comment and confirm their child's next learning targets. Annual meetings are held and regular newsletters keep parents fully informed about nursery practice. Information about the nursery is also shared with parents verbally and via notice boards. Policies and procedures are available for parents to see, although these are not freely accessible. Parents are encouraged to be a part of nursery life and regularly support the staff by providing resources, helping out during sessions and fundraising. Management provide clear direction and support for staff and are proactive in evaluating their practice. This means that the provision for all children's care and learning is continually developed and improved. For example, structural changes within the nursery provide a more effective enabling environment for all children. Feedback from both parents and children is taken on board and self-evaluation is part of the daily process within the nursery.

## **The quality and standards of the early years provision**

Children enjoy healthy and nutritious meals. Meals are prepared on the premises and take into account all children's dietary requirements and the development needs of babies. They enjoy daily opportunities to play outside and benefit from a recently refurbished outdoor area that effectively supports all areas of learning. Older children confidently ride on trikes around the road marked on the ground, followed closely by other children running fast to keep up. Children shout with delight as they enjoy the fresh air and the freedom of playing outside. The nursery's policies and procedures help to protect children from illnesses and infection and parents are informed of any illnesses within the nursery. Annual written risk assessments are maintained on the premises and equipment, with daily checks completed in each room. Hazards are identified and minimised to ensure children play in a safe environment. Staff are kind, caring and affectionate towards the children, offering cuddles and support to all children as needed. Children are very well behaved, polite and courteous and respond positively to the consistent praise and encouragement they receive from the staff. They show good levels of

self-esteem and take responsibility for their environment, for example, as they help to tidy resources away.

All children enjoy their play and happily share resources and take turns. Older children begin to develop their independent skills as they confidently help to prepare snacks for the whole group. They explain fully why they wash their hands and put on aprons and hair nets before they cut up fruit. They demonstrate an understanding for their own safety as they explain carefully how to use sharp knives. Children communicate confidently and some happily recall how they made papier-mâché balloons and proudly point out which one they had made. They begin to develop skills for mark making and use large paint brushes to make sweeping movements with their arms on the walls. Older children are confident with numbers. They count with ease up to 12 and recognise numbers in print, proudly demonstrating that a large foam number six turns into nine if it is turned upside down. Daily opportunities to explore resources, such as computers, keyboards in the role play area and binoculars outside help children learn about technology. Children enjoy using musical instruments and singing songs. They listen carefully to instructions given to them and sing quietly and loudly as the tone and volume of the music changes.

All rooms within the nursery are very well organised, brightly decorated and have displays of children's art work to provide visual stimuli. Staff work well together as a team and effectively support children's learning and development. They organise resources appropriately and provide a good range of activities, both adult and child initiated to help promote an enabling environment. Most staff are familiar with the requirements of the Early Years Foundation Stage and new staff are fully supported. Planning and assessments records are very good throughout the nursery. Regular and rigorous monitoring ensures that all records are accurately maintained and clearly show children's progress and their next stage of learning. Planning is individualised for all children with regular targets set, which takes into account their own interests. Staff work with parents to ensure children who speak English as an additional language are supported and have appropriate resources, such as a language programme on the computer and card games. However, labelling around the room does not fully reflect the different languages that are representative within the group.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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