

Cherry Tree Nursery GB LTD (Barrington Road)

Barrington Primary School, Barrington Road, BEXLEYHEATH, Kent, DA7 4UN

Inspection date	15/02/2013
Previous inspection date	17/11/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are making significant progress from their initial starting points, because of the extensive opportunities available to them and the valuable support they receive from the staff. Their individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- Leadership and management of the setting is excellent. The manager and the staff have a clear vision of the outstanding practice they are promoting and all members of staff are involved to provide consistency. There are consistent practices in place to monitor and ensure that children are enabled to progress exceptionally well.
- An extensive range of interesting, stimulating activities are available and the unlimited access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- All children talk regularly with each other and are highly confident in communicating with the staff as well as each other. Staff are highly skilled in using open-ended questions to make the children think about what they are doing. As a result children's vocabulary is in line with, or exceeding, the developmental milestones for their ages and stages of development.

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 play rooms and the garden.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the self-evaluation form and a selection of policies and procedures and children's records.

Inspector

Rebecca Hurst

Full Report

Information about the setting

The Cherry Tree Nursery and Out of School Club operates from a purpose built, single storey unit attached to Barrington School in Bexleyheath, Kent. It is managed by Cherry Tree Nursery GB LTD. There is a fully enclosed outside play area. The nursery registered in 2004 and re-registered as a limited company in 2008.

Nursery sessions operate from 9.15am to 11.45am and from 12.45pm to 3.15pm. A breakfast club operates from 7.45am. An after school club operates until 6pm. The

company also manage a holiday play scheme. Sessions are from 8am to 6pm. There are ten staff qualified to level two or above who work directly with children. The manager has a degree in early years. There are currently 54 children on roll in the early year's age range.

What the setting needs to do to improve further

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

- strengthen opportunities for children to enhance further their independence skills to pour their own drinks at snack time.

Inspection judgements

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

Physical development is a high priority and is promoted exceptionally well in the indoor and extensive outdoor environments. All children participate in outdoor activities daily. The garden is set out well and is extremely well resourced. There are pieces of climbing apparatus, providing opportunities for children to extend their climbing and balancing skills. Children thoroughly enjoy using the digging areas to fill buckets and to see if they can find any bugs. Their physical development is enhanced further through activities, such as wood work and sweeping up sand during tidy up time. Everyday routines, such as helping to prepare snacks and serving themselves at mealtimes, greatly enhance children's physical and independence skills.

Children's personal and social development is greatly nurtured by the extremely caring and supportive staff. They take time to settle the children into the setting and help them to understand their feelings and how they can develop. All children play well together and support each other, especially those with special educational needs and/or disabilities.

Children's communication, physical, social, emotional and personal development are supported extremely well by the nursery. The manager and her staff are highly skilled in asking the children open-ended questions to get them to think about what they are doing. They have informed discussions about the activities so the children tell them what is happening and what they will be doing. This greatly enhances the children's communication and language skills.

Staff have started to complete the children's two-year developmental check. They use the excellent observations that are in place to track the children's progress against the

developmental milestones. The staff arrange meetings to complete the checks with the parents so they are kept informed at all times about their children's progress.

Children are making significant progress with their learning and development. Staff provide a very high standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. Learning is promoted exceptionally well because staff provide an extensive range of activities and experiences covering all seven areas of learning. This effectively supports children as they ensure that activities are interesting and highly individualised to meet specific learning needs.

All planning is individual for children and takes into account their interests. This is then successfully linked to the learning intentions, which are used by the staff to progress the children across the seven areas of learning. Staff have fully embraced the revisions to the Early Years Foundation Stage framework. They use the publication *Development Matters* in the Early Years Foundation Stage in their practice to support children's progress and to highlight the next steps in their development. For example, they competently track where children are within their age bands and use the sections regarding enabling environments and positive relationships to support children's ongoing development.

The excellent planning systems ensure a balance of child-initiated and adult-led activities. The parents are involved in the children's planning. They discuss during feedback to the manager and the staff what they have been doing at home and what the children are currently interested in. Staff also have regular meetings with the children to find out their current likes and dislikes. They gather the views of the children and use these to successfully plan to progress their learning and development. One of the recent changes made to the setting was to move the construction area away from the quiet area. The children expressed their concerns it was too noisy with those areas together. Children and staff have expressed the success of moving these two areas. By doing this it greatly enhances the children's learning and development.

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

Staff have secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments. Risk assessments are robust and thorough, clearly identifying all possible hazards and any action taken to minimise these. Fire drills are carried out on a regular basis. These are carried out with the school and are evaluated so staff can make sure they teach the children how to keep themselves safe. It also allows children to learn what to do in an event of an emergency. Children also learn how to carry out a fire drill with the school, which they benefit from on transition into school.

Children thrive in an environment where an extremely high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes. Each child take turns throughout the sessions to work with staff to set the table ready for snack. For snack time the children sit down with the staff and

prepare the snack. The children peel satsuma's and chop up banana. They also butter crackers. The children tell the staff how many plates and cups they will need. They carry them in from the kitchen and lay the table. When they have finished the children will go and tell the others that the snack is ready. All children wash their hands and come to the table. The children line up and select what they would like and take their plates to the table. This greatly enhances the children's independence skills as well as their self-help skills. At the beginning of snack time staff pour the drinks as the jugs are slightly too heavy for the children to lift. As a result only some children experience pouring their own drinks.

Children thoroughly enjoy outside play. The enclosed garden is extremely well equipped to enhance all areas of development. Staff ensure they are well placed to be able to meet all of the children's needs. They supervise the children on the climbing equipment, encouraging them to use it in different ways. They ask the children how they will move from one area to another, making the children think about what they are doing and problem solve. Children thoroughly enjoy role playing and talking with the staff about what they are making. Staff use open-ended questions to encourage the children to think about healthy eating whilst they make food.

A robust key person system is in place to ensure the individual needs of the children are being met. The key persons work closely with the parents to find out about the children's individual needs. This information is used successfully to settle the children into the setting. Staff are all consistent in their approach to behaviour management. Clear and concise boundaries are set and children fully understand them. The setting also works closely with the local authority to provide support for the staff in dealing with children who have behaviour issues. They set goals and meet regularly with parents to ensure they are meeting all children's individual needs. All children work very well together and regularly help each other out during activities. Excellent strategies are in place to teach the children how to work together. Given the children's ages and stage of development they are all exceptionally well behaved.

Staff work closely with the parents to settle children into the setting. Staff also work closely with the children when they move to other settings. They prepare them well. Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children attending the setting. They show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. A variety of resources and displays around the setting depict positive images of diversity, including those of culture, gender and disability. Staff demonstrate a positive approach towards non-stereotypical play. Children play with the full range of activities available that effectively meets their age and stage of development, regardless of their gender. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting.

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

Staff have an excellent understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Staff fully understand and implement the Local Safeguarding Children Board procedures. Robust risk assessments are in place for the setting and all activities the children undertake. Children are extremely well supervised across all areas of the nursery and when on outings. Regular ratio monitoring ensures consistency of care across the setting, which has a beneficial impact on the children. Robust recruitment process are in place as well as checks to ensure staff are suitable to work with the children.

Leadership and management of the setting is strong. The manager and staff work closely together to bring about the best possible outcomes for the children. The manager carries out regular supervision to make sure the staff practice is strong and consistent, and to highlight any training needs. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are in place and these are regularly updated to reflect changes in legislation and clearly underpin the setting's practice. Self-evaluation is strong and clearly shows the settings key strengths and the areas they are currently working on. The parents share their views on the setting and staff gather the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

Staff work closely in partnership with the parents. Regular newsletters allow the parents to be a part of the children's day. They allow them to see what the children will be learning over the next term and what they can do at home to support this learning. The parents are given the children's learning journey books weekly so they can see what progress their child has made. This gives them the opportunity to add any additional comments about achievements at home. These books are also used to inform the other carers of the children, such as childminder's, as to what the nursery is doing with the children. The other carers are also encouraged to write notes so staff can see what the children are doing in their setting. Parents regularly share with the staff what they have been doing at home. This is used successfully by staff to further enhance the activities and resources provided, in order to meet all the children's individual needs. Staff arrange parents evening so the parents can meet with their children's key worker to talk about their child's progress. Staff work in excellent partnership with the other agencies caring for the children. Staff attend regular meetings with workers to develop care plans for the children. This strongly enhances the setting's ability to meet children's individual needs.

The planning is linked effectively with the relevant guidance and as a result, staff are able to support each child to progress in the seven areas of learning at a level appropriate to their starting points. Staff keep parents extremely well informed about their child's care, learning and development through individual communication books and through valuable verbal exchanges upon arrival and collection. Observations demonstrate what children have achieved and include the next steps identified for their individual learning journey. All learning and development requirements are met effectively.

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	EY370800
Local authority	Bexley
Inspection number	829193
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	54
Name of provider	Cherry Tree Nursery GB Ltd
Date of previous inspection	17/11/2008
Telephone number	0208 3037344

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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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