

Cherry Tree Bi-Lingual Day Nursery / English-Spanish

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH

Inspection date

19/02/2013

Previous inspection date

09/07/2010

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

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 growing in self-assurance because of the warm relationships quickly established with staff.
- Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Children do not have access to a full range of information and technology resources to support their learning.
- Opportunities are missed during the daily routine to fully support children's health and self-care skills.
- Self-evaluation has yet to be used to fully monitor all areas of the provision.

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 children's play and staff interaction, indoors and outside.
 - The inspector and deputy manager undertook a joint observation of a teaching activity.
 - The inspector talked with available staff and parents and held discussions with the deputy manager.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Cherry Tree Bilingual Day Nursery registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted house in Hemel Hempstead, Hertfordshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of staff, of whom five hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday from 7am until 7pm all year round, excluding bank holidays. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- develop the planning to make sure that it accurately reflects the assessment of individual children's skills, interests and progress.

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

- improve the programme for understanding the world by providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers
- support children's health and self-care by allowing children to pour their own drinks and serve their own food
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children enjoy their time in this provision. They demonstrate a positive approach to learning which is supported by the cheerful interactions of the staff caring for them. They explore and play displaying emerging levels of independence and self-confidence, choosing from the range of resources offered. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children.

The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder.

Attentive staff play alongside the children offering gentle support and encouragement enhancing their skills with individual attention. Staff promote children's communication and language skills through the range of activities offered. For example, the children eagerly join staff in singing familiar action songs and rhymes. Staff move around the playroom joining in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, children describe the texture of foam as 'soft and squidgy' as they feel it between their fingers. Accessible writing materials provide all children with opportunities to practise their early writing skills. Babies explore a variety of resources that encourage them to learn and investigate through their senses. They exclaim with delight as attentive staff demonstrate how to press the buttons and turn the handles in order to operate simple mechanical toys. However, opportunities to develop older children's skills are limited as there are few information, communication and technology resources available. Children participate in activities both indoors and outside and these include a suitable mix of adult-led and child-initiated play. They are encouraged to make choices about their play as they explore the nursery environment. Consequently, they develop skills to support the next stage in their learning.

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

The nursery has established a positive key person system, which supports children to feel secure and have a sense of belonging. New starters settle quickly into the nursery due to the effective settling-in systems, resulting in most children separating from their main carer with ease. Children play cooperatively with their friends, taking turns and sharing resources. Staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Regular praise and encouragement offered by staff promotes children's self-esteem.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. However, staff do not make the most of opportunities to develop older children's self-care skills further as they are not encouraged to help serve themselves or pour their own drinks at mealtimes.

Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Staff thread safety through daily routines to raise children's understanding, such as learning that sand must be used with care, to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. Complying

with these expectations means children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff show a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting procedures and recruitment procedures check that all adults working with children are suitable to do so.

The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented.

Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback. Links with other providers are in place and continue to be developed to further aid children's progress and development.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY405834
Local authority	Hertfordshire
Inspection number	879530
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	32

Name of provider	Pastor Albeiro Ocampo Montoya and Dalia Ros
Date of previous inspection	09/07/2010
Telephone number	07886 636589

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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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