

Cherryli Nursery

40 Tyrwhitt Road, London, SE4 1QG

Inspection date

14/02/2013

Previous inspection date

10/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- The children in the nursery develop safe secure relationships with their key workers and settle easily.
- The children are fully involved in their learning through both child centred and adult directed play.
- Children are making good progress in their development in all areas of learning.
- It is clear to see that the children are fully aware of what is expected of them, and positive behaviour is praised throughout the nursery to support the children's own self-worth.
- The nursery has a good level of resources both inside and out, with a safe secure enclosed garden area.

It is not yet outstanding because

- systems for recording children's learning from their next step activities are not yet consistently reviewed across the nursery to fully capture each child's progress
- on occasions, staff do not always provide opportunities for all children to develop their independence in their communications and self-help skills.

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, children's play and noted resources both inside and outside.
- The inspector looked at children's assessment records, planning and observed staff interactions with children.
- The inspector spoke to parents in the nursery about their children's care and development.
- The inspector tracked children and reviewed their development.
- The inspector reviewed key documentation.

Inspector

Caren Boiling

Full Report

Information about the setting

Cherryli nursery is privately owned. It opened in 1999 and operates from a group of rooms set out over the ground and first floor of a converted and extended residential premises. Children have access to an enclosed outside play area. The nursery is situated in a residential area in Lewisham, London. The nursery is open each weekday from 8am to

6pm, for 46 weeks of the year. A maximum of 31 children in the early years age range may attend the nursery at any one time. There are currently 21 children from six months to the end of the early years age group on roll. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with English as an additional language as well as children with special educational needs and/or disabilities. There are seven members of staff working directly with the children, including the manager. Of these, four hold appropriate early years qualifications to at least National Vocational Qualification level 3, and the manager holds Qualified Teacher Status. The nursery also employs a cook and administrator. The nursery is in receipt of funding for the provision of free early education for three and four-year-olds.

What the setting needs to do to improve further

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

- review the systems used to record the impact of children's learning following their next steps activities to make sure these methods are consistently used for each age group.
- consider ways to enhance the opportunities for children to develop independence; for example, by providing ways non-verbal children communicate their understanding and knowledge, such as through using everyday objects during activities; and by encouraging children to use self-help skills at lunchtime.

Inspection judgements

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

Children within the nursery are making good progress in their learning across all areas of development. There is a daily balance of both adult-led and child-directed learning, through daily key group sessions where learning opportunities are delivered to support children's progress. However, there are a few occasions where activities do not yet fully enhance all children's learning; for example, staff do not always provide everyday objects to help support non-verbal children to fully communicate their own understanding and learning.

Staff provide all the children with individual next steps activities and planning with clear learning intentions. The observation, assessment and planning system in the baby room effectively provide individual next steps for all the children in this room. Activities are

carried out by the key worker, and information about what the child has learnt is clearly evaluated to create well documented ongoing assessment of each child's needs. However, the same system within the two to five year old age group is not as effective. This means that each child's individual learning from their next steps is not always clearly recorded, as the system is not yet reviewed to ensure continuity across the nursery. Nonetheless, the children within the two to five year old age group are still making good progress and the current method for evaluating learning does not impact on them. Across the nursery, each child has individual next steps planned for them and activities to promote these are delivered daily by the children's key persons. The nursery uses a clear system to record the progress and development of two year olds. Staff complete each check together as a team to ensure an accurate reflection. These progress checks are linked to the Early Years Foundation Stage development stages and are shared with parents during parent's evenings.

The nursery supports the needs of a range of children, including those with English as an additional language and those children with delayed development and special educational needs. The nursery has clear systems in place to identify when children require additional support. Through the good relationships they have developed with other professionals, staff are able to fully involve parents to seek consent to involve outside agencies, should that be of benefit to the child.

The manager and senior staff within the nursery are all confident to support good learning opportunities for all the children. The children are fully engaged within their nursery throughout the whole day, and older children are confident to ask for additional resources to add to their experiences. The older children are able to freely express their own ideas; for example, by creating a princess castle with construction materials or by pretending to be on a train journey with their friends. The nursery promotes the enjoyment of stories well. For example, older children are able to recall all the words from a favourite story and other children are able to join in with repeated parts of a story. The babies enjoy singing and action rhyme songs. The staff use songs to engage children while waiting for snacks or dressing them for the garden. The nursery fully utilise opportunities for children to develop their mathematical skills by counting everyday objects and using mathematical language such as 'one more'. The nursery also utilise opportunities for children to develop an understanding for the world around them by talking about the weather and the food that they eat at nursery.

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

All the children in the nursery are happy, settled and have formed effective relationships with their key person, as well as the other adults caring for them. Staff have a good understanding of the children in each room and also of the individual needs of the children in the other room. This is evident when a member of staff from the two to five year old age room helps dress the babies for going out into the garden. She is fully aware that the child had 'special socks and shoes' to put on for outside. The staff team across the whole nursery communicate well with each other, which effectively supports the children's care and learning. The nursery operates a flexible approach when a new child is being settled

in. The nursery is able to accommodate each child's and family's needs. This directly contributes to the positive relationships between the staff, children and their families and supports children's ongoing transitions as they move up through the nursery.

The children in the two to five year old age group are fully aware of the behavioural expectations in the nursery. Staff use effective praise and encouragement which is consistently delivered to support the emotional well-being of the children. The children are cooperative, supporting and caring towards each other. The nursery learning environment has a wide variety of resources, some of which are easily available and stored at child height. Children readily ask for additional resources to extend their play and adults respond appropriately, providing any resources stored out of reach. Outside, there is a large enclosed area with a smaller area sectioned off for the younger children, which has a soft surface. This area has a range of equipment, such as play house, a slide and wheeled toys, along with sand, construction and other resources freely available to the children.

The ethos in the nursery is one of a 'home from home' and this can be seen at times, such as at lunchtime, where the manager eats with the children. This reinforces positive eating habits and promotes children's social skills. However, there are missed opportunities during this time for children to develop their independence through self-help skills, such as by laying the table, serving their food and pouring their own drinks.

The nursery provides a safe environment for the children, as there is CCTV throughout the nursery and a door entry phone system. Staff complete up-to-date risk assessments to identify hazards. Everyday practices in the nursery are safe, such as the method that the baby room staff use to take the children down the stairs one level at a time. This helps to ensure the children remain safe, with a member of staff waiting with the children on each level of the stairs. There are clear evacuation procedures for the nursery in an emergency, with a planned exit route through both the back and the front of the nursery. Fire drills are carried out regularly. This helps the children to develop their understanding of how to keep themselves safe and reinforce their knowledge of what to do in the event of an emergency.

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

The leadership in the nursery creates an environment where both the children and the staff are supported. Good practice is applied during the day consistently, which gives all the children positive learning experiences. The staff team are deployed effectively across the nursery, and staff breaks are spread out during the day to ensure the best possible level of care of the children.

The manager is the lead person and fully aware of responsibilities towards safeguarding children. Staff also have a good understanding of safeguarding children and have attended training to enhance their knowledge. This helps to promote children's safety and their well being effectively. The nursery has clear policies for child protection, including the indicators that would cause concern. There is an effective safeguarding policy with

detailed procedures, and a separate policy for the use of mobile phones. These policies and procedures help to promote the safety of the children in the nursery because staff know and understand them and share them with parents. The nursery environment is safe and play spaces are checked each day before the children come into nursery. There is also a staff rota for cleaning the toys, as well as for sweeping the garden. Systems to recruit staff are robust. All staff undergo thorough suitability checks and references are taken up before new staff start. The current senior staff team is well established with stable long serving staff. This team is complemented with the employment of trainees, who staff mentor and support to achieve qualifications. These students also undergo suitability checks and are not left unsupervised with children.

The staff team as a whole have ongoing support and mentoring from the manager. The senior level 3 qualified staff support the progression of the trainees within the nursery. The nursery has a priority for training; there are several training days set aside for the staff each year.

The relationships between the manager, staff and parents are very positive. Parents are full of praise for the nursery and the care that they receive for their child. The communications between the nursery and home clearly support each child to make progress in the nursery. Children's individual progress is shared during parents' evenings. There are also regular social events to develop relationships between families and the nursery.

The manager supports the staff team through regular self-reflection of how well the nursery is operating. Key points from their discussions are recorded, acted upon and support the ongoing development of practice within the nursery to fully enhance outcomes for children.

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 of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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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	EY286222
Local authority	Lewisham
Inspection number	845697
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	21
Name of provider	Lionel George Hunt
Date of previous inspection	10/07/2009

Telephone number

020 8691 0497

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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
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