

# Cherrytree Nursery School Ltd

Wainwright Place, Ashford, Kent, TN24 0PF

<b>Inspection date</b>	08/04/2013
Previous inspection date	13/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		1
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

- Staff have a good understanding of the Early Years Foundation Stage and plan a wide range of interesting activities, which capture children's interest. As a result, children are engaged and show good levels of concentration.
- The management team are highly driven and totally focused on securing good quality provision; setting high standards, monitoring effectiveness, investing in staff development and demonstrating a constant drive for quality improvement.
- Staff are skilled and sensitive, helping children to form secure emotional attachments and confidence that they are valued for their individuality.
- Staff support children with a variety of needs and strong inter-agency partnerships ensure they meet children's individual needs. They offer excellent support for children with special educational needs and/or disabilities.

### It is not yet outstanding because

- Written print in the form of names and labels is less evident in the learning environment outdoors, to extend children's early reading skills.
- The garden does not offer a range of large portable equipment such as cardboard tubes and tyres, that children can move about safely, so that that can create their own structures.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 held meetings with the managers of the nursery school.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector looked at the setting's self-evaluation document.

## Inspector

Shan Jones

## Full Report

### Information about the setting

Cherrytree Nursery School Ltd is a privately owned nursery. It opened in 1989 and operates from an old school building in the Newtown area of Ashford, consisting of five classrooms, a playroom and a multi-sensory room which is available in the afternoon. Children have access to an enclosed outdoor play area. The nursery school is open each weekday from 8.45am to 3pm for 50 weeks of the year. There are currently 175 children aged from two to under five years on roll, some in part-time places. The nursery School currently supports a large number of children with special educational needs and/or disabilities.

This provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 29 members of staff, 25 of whom hold appropriate early years qualifications to at least NVQ level 3. The setting makes use of Montessori resources and teaching methods and provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- create an environment rich in print outdoors where children can learn about words, for example, using names, signs, posters
  
- offer additional resources to fully extend children's learning outdoors, by providing equipment that children can move safely to create their own structures such as milk crates, tyres, large cardboard tubes to promote children's learning and challenge children.

### Inspection judgements

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

The staff team have a good knowledge and understanding of how to promote children's learning and development. They provide a wide range of interesting and challenging experiences that support children's progress across all seven areas. Consequently, they are acquiring the skills for the next steps in their learning and ultimately, school. The staff team deploy themselves well, ensuring that children are drawn into an activity by capturing their interest through showing enthusiasm themselves. Children have individual 'learning journey' records. These contain regular observations, which staff use effectively

to inform future plans and to monitor their progress.

Children independently set up their own resources and play cooperatively with each other. In group games they take turns and share well. They confidently contribute to story times and games played with words. Listening to stories is fun and exciting for children. Staff use role play to add new dimensions to the story. Children have great fun as they pretend to splash through the mud on a bear hunt. They learn that print has meaning through the rich indoor environment in which reading and writing materials are readily available. However, evidence of written print is less evident outdoors. A range of matching, sorting and sequencing activities effectively promote children's mathematical thinking.

Children develop a good imagination through role play. In the home corner they re-enact familiar experiences and confidently negotiate roles to take on. Children enjoy many activities that stimulate their senses. Indoors they play with sand and learn to handle scoops and buckets. Staff sit alongside them and encourage them to watch what happens when water is poured onto the sand. Children develop healthy lifestyles with a good focus on outdoor activities and play. However, there is scope to improve the garden to offer more challenge and interest. For example, by providing large portable equipment such as cardboard tubes and tyres, that children can move about safely, so that they can create their own structures.

Parents' involvement in their children's development is actively encouraged. Information is exchanged daily through feedback sheets and through talking to their child's key person. Staff find out about children's families and their interests and abilities at home. This information is used well to establish children's starting points and plan for their progress. Parents have regular access to their child's learning journey folders and receive formal summaries of their progress and how staff will support their child's next steps.

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

The excellent key person system in the setting ensures that staff know children and their families extremely well and can support their learning and development. Staff have an assured knowledge about children, even when very new to the setting. Children receive lots of praise and encouragement as they play. Staff respect the established routines of the children. This also helps the younger children feel content, safe and secure. There are highly effective partnerships with outside professionals who offer additional support to children with special educational needs and/or disabilities. These valuable relationships help to ensure that such children receive highly skilled support and interaction which enhances their overall ability to enjoy and achieve within the setting.

Children learn about the need for healthy food and fresh air. They excitedly race each other using bikes in the garden. These robust exercise sessions helps children to develop their physical skills and fitness. Children happily move safely on the climbing equipment and slide, developing control and balance. At meal times, children sit in sociable groups and eagerly serve themselves from their packed lunches. These small groups promote children's conversation skills very effectively as they chatter happily with their friends.

Children learn about expected levels of behaviour from the very positive role modelling of staff and from each other. Children's behaviour is extremely good because staff provide clear boundaries and implement the behaviour management policy consistently throughout the setting. As a result, children develop a strong sense of belonging and are motivated to learn. They enjoy high levels of interaction with staff and feel safe with them as they confidently express their needs, knowing they will be met by the kind, motivated staff. Children learn about safety, as staff remind them of behaviour rules to help them feel secure and to respect each other. Staff follow excellent hygiene and health routines, including nappy changing and dealing with children who are unwell. This ensures that children are cared for in a very clean environment and the risk of cross infection is minimised. The staff team work very effectively around the nursery school to interact with children during play and respond to any individual needs. Transitions within the setting are managed effectively by careful planning of rooms. The nursery school is generally well-resourced and well-organised in order to meet the needs of all children. As a result children very successfully make choices about their play and initiate their own ideas.

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

The management team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Children's welfare is safeguarded because staff have a secure understanding of their roles and responsibilities with regard to child protection concerns. The designated persons for child protection are experienced and fully trained. Robust systems are in place to ensure the ongoing suitability of all staff and students. This includes appropriate vetting checks and induction programmes. The staff team are extremely clear about their roles and responsibilities with regards to working in partnership with parents and outside agencies to help make sure that children are safe. The nursery school gives high priority to promoting children's safety. Staff use detailed and highly effective risk assessments to carry out daily safety checks. Comprehensive records, policies and procedures support the safe and efficient management of the nursery school.

Effective performance management systems are in place. The management team monitor staff performance, educational programmes and the delivery of the learning and development requirements in a number of ways. These include staff appraisals, practice observations and whole staff team meetings. They are fully supportive of staff gaining further qualifications and offer in-house training to enable them to continue to develop their professional skills. Staff make effective use of the Development Matters in the Early Years Foundation Stage document to continually observe, assess and monitor children's learning. This ensures that any emerging concerns are easily identified.

Partnerships with parents are strong. Parents contribute to the initial assessment of their children's starting points on entry to provide a baseline from which staff monitor their progress. Parents contribute observations from home, which staff take account of when

planning activities for each child. Parents have access to their children's learning journal at any time so they are fully aware of their achievements. Parents are actively encouraged to contribute to children's learning. For example, a parent gave a talk to the children on aspects of the Sri Lankan culture. Children who speak English as an additional language or who have special educational needs and/or disabilities are very well supported. The nursery school works closely with other professionals. These partnerships are very successful in identifying and planning the children's individual needs to ensure that they make good progress.

Evaluation of the nursery school is robust, resulting in a detailed and well-defined action plan, which is shared with the staff team as a whole. Targets set are realistic and progressive. For example, the setting has successfully implemented the 'Every Child a Talker' programme to further enhance children's communication skills.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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

<b>Unique reference number</b>	EY286207
<b>Local authority</b>	Kent
<b>Inspection number</b>	847281
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	108
<b>Number of children on roll</b>	175
<b>Name of provider</b>	Cherrytree Nursery School Ltd
<b>Date of previous inspection</b>	13/05/2009
<b>Telephone number</b>	01233 639367

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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, which are usually the childminder's 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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