

Cherrywood Community Childcare

Cherrywood Community Primary School, Mayfield Road, FARNBOROUGH, Hampshire, GU14 8LH

Inspection date

Previous inspection date

09/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff are well deployed and interact effectively with children so they make good progress with their learning and development.
- Partnerships with parents are good. Children benefit as there is a positive joined-up approach to meeting their needs.
- Children are very happy and show a strong motivation to learn as they actively engage in a wide variety of activities both indoors and out.
- Staff are very clear about their expectations for behaviour. Children's behaviour is very good as they have an excellent understanding of the setting's rules.

It is not yet outstanding because

- Children's opportunities to develop their literacy and numeracy skills are not fully maximised during activities.

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 discussed childcare practice with the manager and staff.
- The inspector observed children in both rooms and during outdoor play.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled documentation, including children's learning records.

Inspector

Cathy Hill

Full Report

Information about the setting

Cherrywood Community Childcare is a committee run group that has been in operation for over 15 years. It re-registered in 2012 as a company limited by guarantee. Cherrywood Community Childcare operates from within Owls Children's Centre, which is situated in its own building on the same site as Cherrywood Primary School in Farnborough, Hampshire. There are two playrooms, a kitchen and toilet facilities. Children have access to enclosed outdoor play areas. The setting serves the local area and provides day care for children from birth to the end of the Early Years Foundation Stage. The setting opens from 8am to 6pm and children can attend for a variety of sessions. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It supports children with special educational needs and/or disabilities, and those with English as an additional language. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. There are 17 members of staff who work with the children. The manager is qualified to National Vocational Qualification level 4, all other members of staff, except one, are qualified to level 3. The setting receives support from the Services for Young Children and other outside agencies.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their understanding of print and numbers, for example, by extending the use of key word and number labels into the outdoor environment.

Inspection judgements

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

Children thoroughly enjoy themselves at the setting, where they have great fun learning through play. Staff interact positively with children and use a range of teaching strategies to help progress their learning. They are sensitive to children's individual needs and interests and understand when to challenge children and when to step back and allow them to learn through independent exploration. Parents share information with staff about their children's starting abilities. Once children have settled staff carry out a baseline assessment to identify what stage each child is at with their learning. They then follow a cycle of ongoing observation and assessment to plan for children's future development in all skill areas. Staff maintain detailed development records for all children. They complete regular progress reports which they share with parents to keep them fully informed about their child's development. Staff working with younger children complete the required

progress check for children when they are aged two years. Support for children with special educational needs and/or disabilities and for those with English as an additional language is good in enabling children to access activities and make positive progress with their learning.

Children enthusiastically play with a variety of technology toys. They understand how to switch them on and off and initiate their own games as they line similar toys up for a race. They sit and sing to themselves, showing they are totally relaxed, as they carefully move the mouse to complete a fishing game on the computer. They confidently match similar shapes and staff sit and talk to children about what they are doing to prompt conversation and thereby develop children's communication skills. Children enjoy the freedom to play inside or out. Outside, they have a fantastic time and it is a hive of activity as children giggle and smile as they flow from one activity to another. Children show knowledge of shapes as they sit, name and draw a square and triangle. Staff challenge them to draw a rectangle and star and then ask them what shape is round and they immediately reply a circle. Staff encourage children to count the shapes they have drawn and they rise to the challenge and confidently count to seven. Children develop their physical skills as they skilfully ride around on wheeled toys and play on the climbing frame. They use their imagination well as they play in the mud kitchen where they pretend to make tea and cakes. They learn about nature as they plant and grow sunflowers and as they closely examine mini-beasts they find outside, such as snails.

Staff have embraced the 'Every Child a Talker' initiative and plan daily activities which enable children to develop their communication and language. A notice board displays information for parents about how they can support their child to develop their language skills. Parents confirm the success of the initiative stating that their children's speech has developed well since attending the setting. The indoor environment is rich in print and numbers are also on display to develop children's awareness of print. However, opportunities to extend children's awareness of print and numbers are not fully maximised with the use of key word and number labels in the outdoor environment. Children are able to explore their early writing skills as they make marks outside with sticks, paint brushes and their fingers. They hold pens with a good grip as they colour while making a rain picture. Children have fun as they join in with action rhymes. They listen carefully to staff and follow their lead to say the rhyme in a quiet and then very loud voice.

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

The key person system is very effective in supporting children's entry into the setting and as they move up into the pre-school room. Staff work well as a team to establish positive relationships with children and to support their emotional well-being. Staff carry out home visits, when possible, so children are in their familiar home environment as they meet and get to know their future carers. Children then have settling-in sessions until they are happy to be left. When they move between rooms they visit their new room, with their current key person, to meet their new key person. Staff work hard to provide a stimulating learning environment for children. They set out a wide range of resources and activities which children freely use to develop their skills in all areas in readiness for their move to

school. Children settle quickly on arrival at the setting. They sit together for circle time and staff skilfully gain all children's attention before clearly explaining the variety of activities children can take part in. Children behave very well as they know what is expected of them. Staff reinforce the setting rules daily with the aid of picture/word cards and children immediately, on seeing a card, state the associated rule. Children have good relationships with each other and play amicably together, happily sharing and taking turns with different resources. Staff act as positive role models regarding manners and consequently, children follow their lead and treat others with respect.

Children learn about healthy lifestyles as staff provide them with healthy snacks of cucumber, apple and savoury cracker. Staff encourage children to be independent and to cut their own slices of banana. Children follow routine hygiene practice as they wash their hands before eating. They observe staff cleaning tables before snack time and take responsibility for their environment as they offer to help. Children develop healthy bodies as they exercise in the fresh air. They show an understanding of safety as they play. For example, they support themselves by holding onto an adjacent rail as they practise their balance skills walking along a low level, gently undulating beam. Staff are quick to praise children's efforts and this gives them the confidence to repeat the activity to strengthen their skills. Children handle tools, such as scissors, safely. Their understanding of safety is further reinforced as staff teach them road safety and as they take part in regular practices of the setting's emergency evacuation plan.

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

The leadership and management of the setting is good. They fully understand their responsibilities in meeting all requirements of the Early Years Foundation Stage. Effective and well established systems are in place for safeguarding children's welfare. Robust recruitment and induction procedures ensure staff are suitable to work with children. All staff are vetted and have regular first aid, safeguarding, health and safety, and basic food hygiene training. They are confident with the procedures to follow with any concerns and maintain a safe environment for children.

The manager takes responsibility for monitoring children's development records. She has a system for comparing the progress of children to identify any gaps in achievement so action can be taken to bridge these gaps. Staff are professional and knowledgeable and work effectively together to enable children to make good progress with their development. All staff are qualified and the management support their ongoing professional development. Partnerships with parents and other agencies involved with children's care and education are good and promote a joined-up approach to meeting children's individual needs. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They find staff are friendly and helpful and keep them fully informed about their child's progress. Information is on display for parents within the setting and regular newsletters also keep them up to date with the setting's practice.

The manager has a very positive attitude towards continually developing the setting's practice to improve outcomes for all children. Both parents and children's views about the setting are sought through annual questionnaires sent to parents. There is also a comments/suggestion box in the entrance to the setting so people can feedback their opinions at any time. The manager liaises with local authority advisors for advice and has completed a detailed self-evaluation of the setting's practice, clearly identifying priorities for improvement.

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

Unique reference number	EY453848
Local authority	Hampshire
Inspection number	890548
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	111
Name of provider	Cherrywood Community Childcare
Date of previous inspection	not applicable
Telephone number	01252514082

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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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