

Cherrybrook Nursery

Scotland Bridge Road, New Haw, Addlestone, Surrey, KT15 3HQ

Inspection date	25/04/2013
Previous inspection date	16/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 manage children's behaviour very effectively by using highly appropriate practices, such as agreeing and displaying ground rules for behaviour with the children.
- Children are self-assured, keen, and happy learners because they have strong, warm relationships with staff who meet their needs well.
- Staff place high priority on children's safety. They know how to keep children protected from harm and implement this well in their practice.
- Children are very well-supported as they move from the nursery to school.

It is not yet outstanding because

- Staff do not make the best of opportunities to promote children's early writing and mathematics skills in contextual situations, such as pretend play.

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.

Inspection activities

- The inspector carried out a joint observation of an adult-led activity.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.
- The inspector sampled a range of documentation.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Cherrybrook Nursery opened in 1997. It is registered on the Early Years Register. It operates from a purpose built, single-storey premises. There are five age based play rooms and a fully enclosed area for outdoor play, and a separate garden for babies. The children have access to an indoor soft play room. The nursery is close to local schools and shops in New Haw, Addlestone, Surrey. West Byfleet station is close by. The nursery is privately owned and managed by Cherry Childcare, and is part of a chain of eight nurseries. There are currently 151 children in the early years range on roll. The nursery provides funded places for children aged three and four years. It supports a number of children with special educational needs. Opening hours are from 8am to 6.15pm. The nursery opens Monday to Friday, 51 weeks of the year. Children are able to attend on a flexible basis for a minimum of four sessions. There are 26 staff members who work with the children; 22 of whom hold appropriate early years qualifications, and two staff members are working towards early years qualifications. The nursery employs caterers who prepare and cook fresh meals on the premises. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- maximise the potential of the role play areas to enable children to practise their early writing skills and maths skills.

Inspection judgements

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

Children make good progress in this friendly, organised nursery. Staff use their secure knowledge of how children learn and develop to provide varied and interesting activities. All areas of learning are covered in plans and children's needs are met well. Children's learning is supplemented by visits from a French teacher and from tennis coaches.

Children enjoy browsing through a wide range of books and make comments on stories. Staff support their learning well by asking questions about story events to encourage understanding and language development. Children engage in learning because staff follow their interests. For example, children are very interested in rockets so staff help children to make a large cardboard rocket which they paint in bright colours using large brush strokes. They learn physical skills in how to control a paint brush and enjoy creative expression. From this activity, children decide to make hand prints and confidently go

through the processes involved in this. Children enjoy making marks using different tools and materials. This helps to develop early writing skills. They explore and learn about the texture and consistency of sand as they pour it through funnels and colanders. Staff make the most of everyday opportunities to teach children to count, such as at lunch-time when children are asked to count the number of children in a line. To promote early reading skills, young children learn to differentiate between sounds as they play musical instruments. Older children have structured fun daily letter and sound sessions, and recognise their names on colourful wooden spoons as they arrive in the morning. Children learn about the roles of people who work in the community as they take part in 'pretend play' as doctors and nurses. Staff support their understanding of how bandages help bones to heal by talking to the children about how hospitals treat patients. However, staff do not make the best of opportunities during pretend play to support children's early writing and mathematics skills. For instance, there were missed opportunities for children to write prescriptions, count the patients and talk about size and length of bandages. Staff encourage toddlers' language skills as they play games and tell stories using puppets. Babies develop sensory awareness as they grip sensory socks containing different scents and textures. They use a range of electronic toys and learn how to operate simple technology. Overall, these activities help children to develop skills for the next stage in their learning and eventually school.

Staff help children who learn English as an additional language to make good progress by learning key words in home languages of children. They use pictures and other visual resources to support their learning further. Staff work closely with community health professionals who advise and support the learning and development of children with special educational needs and/or disabilities.

Children practise a range of physical skills and make good progress as they explore the varied outdoor environment. They crawl through tunnels, balance along planks, climb up frames and enjoy making up their own games using a range of small resources. Weekly tennis sessions with specialist coaches help children to develop good coordination skills through fun activities. An indoor soft play area is used by children of all ages and enhances their physical skills further. Children use a digging area to plant bulbs and watch them grow so that children learn how plants grow.

Staff have good knowledge of children's abilities because they observe children regularly and evaluate what children can do. They also keep photographs of children's achievements and samples of work to determine children's next steps for learning. Staff have clear information about the development of children aged between two and three years because they carry out progress checks and provide written summaries to parents. Parents are kept well-informed of their child's development through regular parent reviews and through daily interaction with staff. Parents contribute to their child's learning by sharing observations of their child with staff, and staff suggest activities that they can do at home to support their child's learning.

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

Children are extremely confident, secure and active learners. They smile a lot and approach staff eagerly to engage them in their play. Staff help babies to settle extremely well by, for example, providing individualised care routines for babies based on their home routines. Older children settle readily because they get to know the nursery routine quickly through use of a visual timetable. Children grow and develop in confidence because staff help children to become aware of their feelings through group discussions where children share their feelings using mood cards.

Children learn to behave in safe ways because staff are excellent role models. For example, they show children how to walk sensibly around the setting and talk to children about how to take care of their resources. Children show a very good understanding of how to be safe by for instance, finding a space before they start moving energetically to action songs. This prevents children from bumping into each other.

Staff teach children excellent hygiene practices. They wash their hands as they sing along to a 'turtle song' which lasts for the length of time needed to wash their hands properly. Staff display photographs of stages of hand washing, which support children's understanding of how to wash their hands vigorously. Children learn to take care of their teeth by brushing after meals. Children's independence is encouraged by use of 'tissue stations', which children visit to collect tissues and learn to wipe their noses independently. Younger children are helped by staff. Older children learn to take responsibility as they prepare fruit for snack time. Children enjoy healthy menus and serve themselves at mealtimes; assisted by staff where needed. Staff cater for the special dietary needs of children. They teach children healthy habits by taking them out for fresh air and physical exercise in the spacious well-arranged garden. Staff change nappies hygienically, privately and in comfortable conditions for babies.

Children's behaviour is exceptional. They treat each other gently and with respect because staff manage their behaviour very effectively. Staff teach children the 'code of kindness' each morning, which is a short list of ground rules agreed with the children for behaviour. These agreements are reinforced in attractive pictorial displays, which serve to remind children of expected behaviours. Staff are very fair and transparent when dealing with the children. Staff calmly remind the children of expected behaviour and offer them alternatives so that they make suitable choices. Staff use praise extremely effectively to encourage good behaviour. Staff work closely with parents to deal with any behaviour issues.

Children are thoroughly prepared for school because the setting has excellent links with local schools whose teachers visit to get to know children due to start school. The school also invites children to visit classrooms. Staff provide school uniforms in the pretend play area so that children get used to wearing a uniform, and this supports the transition to school. Within the nursery, children spend time in group rooms before moving up in order for them to get used to the environment, staff and routines

The nursery is extremely well-resourced and very effectively organised. Staff use dolls of different races and cultures to help children to learn about and accept difference very well. Children's understanding is developed further by staff talking to children about special events related to culture or religion, which staff celebrate with the children through craft

activities.

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

Staff have good knowledge of safeguarding matters and implement a strong portfolio of policies and procedures to keep children well protected. For instance, they carry out regular fire drills so that children evacuate the building safely and efficiently in an emergency. Staff are aware of procedures to follow should they be concerned about a child. Staff are vetted thoroughly for their roles and this provides further protection to children.

Staff are regularly supervised so that support, coaching, training or challenge can be offered as appropriate. This helps to identify any issues of underperformance and provide suitable solutions. Regular staff appraisals help to identify training needs and staff attend a range of courses to improve their skills. For instance, staff attended a course on different ways to support children who are visually impaired , which led to a greater awareness of ways to organise the environment to promote good outcomes for children. .

The arrangements for monitoring of planning and assessment are good, overall. Management carry out spot checks on planning and assessment records and spends time in group rooms to observe practice. Regular room meetings take place to share information on a range of early years matters, including planning and assessment. These processes help to identify any gaps in learning so that appropriate strategies are devised to close the gaps.

Partnerships with others involved in children's care and learning are good. There are good links with local children's centre to which staff signpost parents in order for them to access numerous services. The nursery has effective partnership with local community health professionals to offer advice on care and learning for children with special educational needs and/or disabilities. Parents have good opportunities to contribute to their child's learning. Parents spoken to at the time of the inspection expressed high levels of satisfaction with the nursery. The nursery has good links with other providers of the Early Years Foundation Stage to share information related to children in order to support continuity of learning.

Management reflect deeply on the provision and have identified highly relevant key areas for improvement, most of which have already been implemented. For instance, they now display pictures of any new staff in group rooms so that parents are aware of staff changes immediately. Previous recommendations from the last inspection have been met, such as improvement to the hygiene procedure in baby room by removal of shoes to prevent cross infection. The nursery is working successfully to meet the needs of children and show good signs of maintaining this in the future.

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	119978
Local authority	Surrey
Inspection number	909303
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	156
Number of children on roll	151
Name of provider	Cherry Nurseries Limited
Date of previous inspection	16/11/2010
Telephone number	01932 336662

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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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