

CherryWood Nursery

The Green, Pirbright, WOKING, Surrey, GU24 0JT

Inspection date

31/07/2013

Previous inspection date

22/06/2010

The quality and standards of the early years provision

This inspection:

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 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

- Children feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged.
- The indoor environment provides children with opportunities to choose their play materials and follow their individual learning styles.
- Children benefit from the successful partnership between the staff and parents, ensuring key information is shared between them.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.

It is not yet outstanding because

- Staff have not gained enough relevant information from parents, when children join the setting, to consistently identify the starting points for the children's learning and development.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

CherryWood Nursery opened in 2010. The nursery is privately owned and managed by Cherry Childcare and is part of a chain of eight nurseries. It is registered on the Early Years Register. The nursery operates from purpose built premises and is situated in the Pirbright area of Woking in Surrey. There are on site parking facilities. There is a fully enclosed area for outdoor play. The setting is open from 7.30am to 6.30 pm, Monday to Friday for 51 weeks of the year. Children are able to attend for a variety of sessions.

There are currently 95 children in the early years age group on roll. The nursery accepts funding for early education for two, three and four year olds. The nursery is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 14 staff members who work with the children; all except one have a relevant early years qualification. There is one member of staff working towards a qualification.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information relating to each child's experience at home to consistently indentify the starting points for their learning.

Inspection judgements

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

Children enjoy their time at the nursery. Most arrive confidently, and are keen to begin their day. They are making good progress as they take part in a varied balance of adult-led activities and free play. The educational programmes ensure the children are offered interesting and challenging experiences across the different areas of learning. Children have access to a wide range of toys and materials, some of which are stored accessibly to allow children to freely choose. Babies and toddlers have lots of opportunities to explore resources with their senses. They touch and handle toys, discovering how things make a variety of noises and have different textures. Effective systems are in place to ensure that children have many opportunities to consolidate or further their learning. Children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Lots of praise and encouragement is given for children's emergent writing, which in turn greatly boosts children's self esteem and confidence. Children are provided with a range of resources to explore and investigate within the different rooms and outside. Staff interact well with the

children, posing open ended questions to challenge children's thinking and learning.

Observation and assessment systems are in place, and the planning systems are based on children's interests, capabilities and individual needs. Staff identify the next steps for each child to enable them to make steady progress in their learning and development.

However, the information collected from parents to use as the children's starting points when they join the setting does not contain sufficient information about their learning gained at home. Parents are well informed about the life of the nursery by the displayed information on the notice boards and through daily chats to staff. They state they have seen their children make good progress while at the setting. Staff share information with parents about their children's learning and development and offer parents opportunities to contribute their knowledge of their child. This ensures consistency is achieved and parents are able to continue their child's learning at home. The setting has implemented the two-year-old progress check successfully and all documentation is in place.

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

Children are happy and confident in the setting as staff are sensitive to children's individual needs. An effective key person system is in place in each room. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Staff make good use of resources. The indoor and outdoor play areas are well organised which ensure that children can take part in a wide variety of activities. Children particularly enjoy playing outside where they can have fresh air and exercise in all weathers. The staff make good use of the outside area, where children have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop their physical skills as they run around the garden and ride on the wheeled toys.

Effective behaviour management systems are in place. Children behave well, they are learning to share and take turns and play well together. They are developing good relationships with each other and interact well together throughout the nursery. Children know what is expected of them and are confident to make their own choices and decisions. The nursery provides a variety of healthy and nutritious snacks and meals. Mealtimes are a happy, social time for the children where they can sit together and chat. Staff skilfully ask open ended questions about the food to further extend the children's learning. For example, staff ask children why they think the different foods are good for them and children respond stating 'bananas are good because they make us strong'. This demonstrates children's good awareness of the benefits of healthy eating on their bodies. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Staff support the children as they progress through the nursery, from the baby room to the older age group rooms, and good preparation and support is given to the older children as they get ready to move on to school.

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

Children are secure and happy, in a welcoming environment, that offers a wide variety of resources and play opportunities. Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Arrangements for ensuring that children are safeguarded are robust. Staff have a good awareness of the safeguarding policy and procedures, which are implemented effectively to ensure the children are safe. Staff are suitably vetted, qualified and supported, to ensure they all know their roles and responsibilities concerning child protection. Thorough risk assessments are in place and are used well to identify hazards and the action needed to minimise risk. A comprehensive range of policies and procedures are in place covering all areas of the provision. Staff are deployed effectively to ensure that children are fully supported and protected at all times. Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each others' differences. There are good systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted.

Information is displayed all around the nursery so that parents and children can feel a good sense of belonging. The partnership between parents and the nursery is very good. Parents sign a wide range of agreements when their children first start at the nursery and thorough records are kept of children's attendance, and any accidents or medication administered. Parents are provided with information about the setting and are able to chat to staff when dropping off or collecting their children. Daily information sheets keep parents informed about their child's day including food eaten, sleep times and nappy changes. Parents report they are extremely happy with the care their children receive and find staff very friendly and approachable. Arrangements are in place to liaise with other providers the children may attend, to ensure information is shared about their learning.

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	EY405723
Local authority	Surrey
Inspection number	928251
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	95
Name of provider	Cherry Nurseries Limited
Date of previous inspection	22/06/2010
Telephone number	01483 799 514

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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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