

Cherry Tree Bi-Lingual Day Nursery / English-Spanish

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH

Inspection date

06/08/2013

Previous inspection date

19/02/2013

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 manager and practitioners have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They carefully monitor children's development and plan activities. Therefore, they ensure that all children are offered relevant play opportunities that support their good progress.
- Practitioners interact well with the children, encouraging good communication and social skills. Children respond to this and develop essential skills that aid their independent interactions.
- The manager and practitioners are enthusiastic and are committed to improving the setting. Their thorough and honest self-evaluation has contributed to them raising the standard of their practice and thereby improving the provision for children.
- Practitioners spend time getting to know each child. This helps children to feel secure and supports them in developing a positive outlook on play and learning.

It is not yet outstanding because

- Opportunities for children to experiment by making marks and writing are not always optimised in all areas of play.
- Children's wider understanding of the relevance of healthy lifestyle practices, such as healthy eating and the effects of exercise, is not promoted to the full.

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 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 in the main rooms and in the outside area.
The inspector held meetings with the nursery owner/manager and the room leader
- for the pre-school room and carried out a joint observation with the room leader for the pre-school room.
- The inspector talked with the children who were present.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and as recorded in their written feedback to the nursery.

Inspector

Kelly Eyre

Full Report

Information about the setting

Cherry Tree Bilingual Day Nursery opened in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted residential premises in Hemel Hempstead, Hertfordshire, and is managed by a private provider. The nursery serves the local and neighbouring areas and is accessible to all children. It operates from six main rooms and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and five hold qualifications at level 3 or above.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the opportunities and resources for children to write and make marks during role play and other activities
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to healthy eating and physical exercise.

Inspection judgements

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

Practitioners have attended additional training and now have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They also have a good understanding of each child and, therefore, ensure that all children are offered activities that support their good progress. This contributes to children feeling secure and developing positive attitudes to play and learning. Children are supported well in developing the skills to learn effectively and to achieve. Practitioners ensure that children have easy access to interesting resources, encouraging them to try new activities, explore

further and develop their skills. For example, children choose to use radio-controlled cars and work out how to use the controls to guide the cars. A practitioner then extends this by setting out cones and the children concentrate as they master the art of guiding the cars between the cones.

Practitioners gather a wide range of initial information from parents in order to evaluate children's starting points. This gives them a clear picture of children's needs and developmental stages. They use this information to inform the planning of activities and to monitor children's progress. Parents' updates are actively sought and included in assessments. For example, parents use 'star sheets' to write about their child's achievements or recent events at home. The nursery actively supports parents in extending children's learning in the home environment. For example, at a recent parents' evening, parents participated in an information session that gave practical ideas about promoting children's mathematical skills. Practitioners observe children as they play and keep a record of their current interests. This information is assessed weekly in order to develop children's next steps and these are included in the planning of further activities. The nursery's practical approach to planning ensures that children have balanced opportunities to play independently and participate in adult-led activities. This supports them in taking an active role in their learning and they learn to work in partnership with others. Therefore, they develop essential skills for use in future life and are well-prepared for school.

Thorough tracking enables practitioners to check that all children are making good progress. For example, after noting that mathematics was a weaker area, the setting purchased additional resources, such as role play items and calculators, to support this area. Children now enjoy using these resources as part of their daily play, supporting their counting and problem-solving skills. For example, children playing in a shop role play area name the denominations on each piece of play money, use calculators and enter 'prices' on the cash register. Thoughtfully planned activities enable children to develop relevant skills that they use as part of their routines and daily life. For example, younger children thoroughly enjoy an activity where they pour water from a small container into a cup. They note when the cup is full and find out what happens when they overfill it.

Good staff interaction means that children are supported well in developing their language and communication skills. For example, children sitting together at snack time are encouraged to discuss recent events in their lives. They enjoy listening to each other and wait patiently for their turn in the conversation. Children who have English as an additional language are supported well. Practitioners take time to explain any new vocabulary to children and work closely with their parents so that children have frequent opportunities to practise their new language skills. Children, therefore, make good progress in using English and in their overall development. Similarly, children who have special educational needs and/or disabilities are well-supported. Practitioners carefully consider children's access to resources and their opportunities to make choices about their play. For example, they use a simple picture prompt system that supports children in stating their preferences and so choosing activities and resources each day.

Children have adequate opportunities to make marks and develop early writing skills. For example, they enjoy painting and making marks in the sand. However, writing materials

are not always readily available in role play areas and alongside other activities. This means that children are not fully encouraged to develop the use of writing for a purpose. Children enjoy a wide variety of activities that promote their physical development. For example, they develop skills in control and coordination as they participate in music and movement activities and weekly dance sessions. Children are offered meaningful opportunities to learn about other cultures and different ways of life. For example, each base room has a 'family board' containing photographs of each child's family. Children love sharing these with each other, often going on to discuss different family compositions, traditions and beliefs.

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

The nursery now makes good use of the key person system to support partnership working with parents. This helps to ensure that practitioners understand each child's needs and consistently offer effective support. As a result, children are happy and secure and develop good bonds with practitioners. Children feel valued as their interests are always recognised and included in the planning. This supports them in developing a positive approach to play and learning and prepares them well for the move to school. This is further supported by the nursery's positive approach to working with local schools. They arrange for children's prospective teachers to visit them at the nursery, enabling them to understand children's needs and developmental stages.

Children's self-esteem is promoted as they are offered praise for their efforts and achievements. Practitioners encourage children to understand that everyone is different and all are to be valued. Children, therefore, develop a good awareness of needs and learn to respect each other as individuals. Their understanding of appropriate behaviour is promoted as practitioners offer them clear explanations and help them appreciate how their behaviour affects others. Good ongoing explanations and specific activities also aid children in gaining a thorough understanding of how to keep safe. For example, they learn to use play equipment safely and effectively and enjoy visits from police officers, where they discuss issues such as road safety.

Thoughtful procedures mean that new children settle well and are confident and happy. For example, practitioners work with parents to ensure that they are aware of children's home routines and adhere to these as much as possible. Children's transitions within the nursery are supported well. Before moving up to a new room, children have several short visits, often visiting for snacks or meals or to join in with an activity. This also offers practitioners an opportunity to get to know the children further and they make sure that children's favourite toys are available when they move to the new room. Children's self-care skills are promoted well. For example, they help serve their own snacks, tidying away their plates and cups afterwards. Children gain a clear understanding of the importance of some healthy lifestyles. For example, their knowledge of good hygiene is promoted as they wash their hands and discuss the reasons for this. However, their understanding of the relevance of healthy practices, such as the effects of exercise and healthy eating, is not always promoted to the full.

The effectiveness of the leadership and management of the early years

provision

The owner and practitioners have adopted a positive approach and have made good progress since their last inspection. They now use comprehensive self-evaluation procedures and actively seek feedback from parents and children. They use this information to develop action plans and set clear targets that lead to improvements. For example, all practitioners have received further training to support them in carrying out observations and assessments. This means that they know the children well and now plan more effective activities and resources to promote children's individual development. Practitioners now have an improved understanding of the Statutory framework for the Early Years Foundation Stage. This ensures that they meet all legal requirements and promote children's health, welfare and development. The sustainability of all changes has been well-considered so that practitioners are supported in their current and future work. For example, the manager has a programme to carry out observations of each practitioner. They review these observations together, identifying good practice and any areas for improvement. They then develop clear training plans and targets to address these. Practitioners are further supported through frequent supervision sessions and the annual appraisal system.

This inspection took place following an incident where medication was incorrectly administered. The nursery was visited by Ofsted and given a notice to improve the procedures for administering and recording medication. The notice also included ensuring that accurate information about dietary requirements and food allergies is obtained and regularly reviewed and that risk assessments are carried out in relation to the storage and preparation of food. The inspection found that the provider had carried out a full investigation of the incident and has put comprehensive procedures in place to prevent a repeat of this and to ensure that they are meeting the requirements of the Early Years Foundation Stage. For example, all practitioners were immediately re-trained in first aid, health and safety and food hygiene. The procedure for administering medication was reviewed and now ensures that this is always administered by two designated practitioners and is correctly recorded. Practitioners obtain detailed information from parents about medication and children's health needs and always refer to this. In addition, the nursery now has thorough procedures for obtaining information from parents about children's health needs and for frequently updating this. All medication and baby feeds are stored appropriately and are always clearly labelled. Risk assessments now include comprehensive guidance relating to all health and safety issues, such as medicines and food hygiene. Children's health is further promoted as there are practical procedures to ensure that the setting is kept clean. There are also procedures to ensure that the spread of infection is minimised and children who are infectious are excluded for the appropriate amount of time. The manager also now has a comprehensive programme to support her in continuously reviewing all policies and procedures and monitoring the consistent implementation of these.

The manager has implemented robust procedures to monitor children's records and ensure that they are offered a wide range of activities that support their good progress. The nursery has clear procedures for working with other professionals in order to support children. For example, they work with speech and language therapists. There are also

good procedures for sharing information with other providers. For example, there is a communication book to share information with childminders, enabling all to work together to promote children's development. The good partnerships with parents mean that they are kept well-informed of their child's progress and activities. For example, there are regular parents' evenings and detailed daily diary sheets for younger children. Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child. There are robust procedures to ensure that all practitioners are suitable to work with children. Overall, the nursery's positive approach to improving their practice means that children now play in a safe and well-organised environment. They enjoy their time here and have a positive experience that forms a good base for their future learning.

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
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	EY405834
Local authority	Hertfordshire
Inspection number	926168
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	20
Name of provider	Pastor Albeiro Ocampo Montoya and Dalia Ros Partnership
Date of previous inspection	19/02/2013
Telephone number	07886 636589

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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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