

CherryWood Nursery

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

Inspection date	03/10/2013
Previous inspection date	31/07/2013

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

- Safeguarding procedures are robust and promote children's welfare successfully.
- All children make good progress in their learning, so develop skills to prepare them for starting school.
- Children benefit from the strong partnerships between the nursery staff and their parents.
- Robust evaluation and professional development effectively drives improvement, which benefits children.
- Consistent behaviour management techniques promote children's understanding of right from wrong successfully.

It is not yet outstanding because

- Staff do not always promote learning opportunities to promote mathematical concepts.
- Managers do not effectively monitor the children's records to ensure they are kept up to date.

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 observed activities in the various base rooms and outside.
- The inspector had discussions with the manager, the staff and the children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Lisa Cupples

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 an 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 56 children in the early years age group on roll. The nursery provides free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language. There are 14 staff members who work with the children. Of these, ten hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2.

What the setting needs to do to improve further

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

- develop the monitoring of the children's learning journeys to ensure all information is consistently up to date and accessible to parents
- take all opportunities to encourage children to use mathematical language, count and recognise numerals throughout the daily routine.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and the learning and development requirements. They implement the framework effectively to meet children's individual needs. Staff spend time observing the children and use the information to identify their next steps in learning. However, managers do not always effectively monitor the children's records to ensure they are kept up to date for parents' information. Nevertheless, all children are making good progress in their learning in relation to their starting points on entry. Staff interact very well with the children, asking open questions, encouraging the children to become active learners and critical thinkers. Children solve problems, such as working out how to change the sand so they can make sand castles. They discuss what they can do and decide to add some water. Staff support children well, giving them time to experiment and work things out, by turning jigsaw

pieces over and around until they complete it. All children have many opportunities to express themselves creatively and explore different textures. For example, they use a range of painting techniques to create their own artwork. In addition, they create their own ideas and choose from a wide variety of craft materials, for example, when they make their own faces after looking in mirrors. Children role-play as they cooperate, negotiating roles and characters. Staff are skilled at extending the children's play by considering their individual interests. For example, when children show an interest in pirates. Staff help the children to make treasure maps and other children use them to hunt for the treasure they have hidden in the playrooms. Younger children also enjoy using a wide range of media to develop all of their senses. They laugh and giggle as they splash their hands in the water tray and squeeze the jelly mixture between their fingers. All children use a wide range of writing and drawing resources and older children write their names clearly on their artwork. They confidently link letters to sounds and recognise letters on the wall. Parents are involved in their children's learning through the phonics board and the range of home link activities to support the children's literacy skills at home. These good practices support children in developing valuable skills to prepare them for starting school.

Children use computers with ease and control the computer mouse competently. They choose programmes and play games competently. Younger children learn about technology through using electronic toys and learn how to turn them on and off and control the volume independently. Staff occasionally miss opportunities to fully promote the children's understanding of some mathematical concepts. For example, children are not always encouraged to describe size and quantity, count regularly or recognise numerals as part of their daily activities and routines. However, children enjoy weighing ingredients during baking activities and count during circle time as they sing number rhymes. All children enjoy listening to stories and handle books correctly, as they begin to understand that text has meaning. Older children often pretend to read to the younger children, showing them pictures as they tell the stories with confidence. Staff introduce words to the children at every opportunity and give them time to practise new vocabulary. Staff clearly repeat any words if the children mispronounce them, developing their spoken language well.

The nursery staff have developed good systems to ensure the children's smooth move to their next base room within the nursery. They work closely with the children and their parents to ensure everyone is ready for the change before the time arrives. The nursery have also established strong relationships with local schools to ensure the children's move to school is smooth. Staff share information with the reception staff and children attend visits to meet the teachers. The school reception class staff are also able to visit the nursery in advance to meet the children. As a result, children acquire the skills and attitudes they need to be ready for school or their next stage of learning.

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

All babies and children are very happy and settled during their time at the nursery. Staff spend time getting to know the children and their families well. They value all

contributions from the parents and lines of communication are open and trusting. Effective partnerships with parents ensure information is shared openly for the benefit of all children. This enables the staff to meet the individual needs of the children at all times. Babies and young children seek familiar members of staff if they want a cuddle. They hold their arms up and snuggle in, smiling and giggling as their key people approach them. Older children confidently share their views and opinions, share their thoughts and express themselves freely. Staff respond well to the children, giving them a sense of belonging and children are fully involved in their learning. Children move around the setting with ease, exploring the resources and their play and learning environment. As a result, of the positive relationships children form with the adults in the setting they demonstrate good levels of self-confidence in all age groups. All children are well supervised and supported during their time at the nursery because the manager ensures the staff to child ratios are maintained at all times.

Staff know each of the children well. They recognise when children are tired or hungry and quickly respond to their individual needs. The nursery employs a full time cook to cater for children's individual dietary needs and robust safety procedures are in place to monitor and cater for allergies or medical requirements. Children learn about healthy eating through daily discussion, activities and routines. Staff talk with the children about the types of food that are good for them. All children have many opportunities to practise their physical skills, from learning to crawl and walk to climbing and balancing, both outside and inside the nursery. Older children talk about the importance of exercise and know that regular physical activities help to keep them healthy. All children enjoy playing in the outdoor area using a full range of activities to fully promote their outdoor play and learning experiences.

All children learn about the importance of keeping themselves safe from an early age. For example, they practise regular fire drills with the staff and know how to evacuate the building quickly and safely in the event of an emergency. Some of the four-year-old children are able to explain exactly what happens during a drill, demonstrating a clear understanding of the evacuation procedures. Children are aware of safety rules within the nursery, such as not running inside the building. They behave well and develop a clear understanding of right and wrong from an early age. This is because staff implement the clear rules and boundaries consistently and work closely in partnership with parents and other professionals. Consequently, children know what staff expect from them and they respond well to their expectations. Children are actively encouraged to use good manners and staff praise them when they remember to say please and thank you. Staff are positive role models and respond well to children, listening carefully to conversations and valuing the children's input.

Parents are actively encouraged to be fully involved in their children's learning and care as soon as they register their children at the nursery. They gather a wealth of information from parents about the children's welfare and their starting points in relation to their learning and development. This comprehensive information enables staff to know children's individual needs and support their personal, social and emotional development from the outset. The good support for children's move to their next base room and eventual move to school demonstrates how staff help children to feel positive and

emotionally prepared throughout periods of change.

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

All staff have a very good understanding of safeguarding procedures and know how to implement them. Staff carry out efficient routines so that children are supervised at all times. Through discussion, staff demonstrated an awareness of signs and symptoms that would cause concern, such as unexplained bruising or a change in children's behaviour. Staff inform parents about safeguarding procedures through discussion and access to the written policies. Children play in a very safe and secure learning environment as staff complete an annual risk assessment and carry out daily checks to check that playrooms and outdoor area safe. All visitors are required to show identification and sign in the visitors' book. Robust recruitment and vetting procedures help to ensure all adults in the nursery are suitable to work with children. All new staff and any apprentices are appointed on probation and are required to complete a full induction programme. Every member of staff is fully aware of their personal roles and responsibilities within the nursery. The induction covers all the required aspects, including safeguarding, health and safety, and emergency evacuation procedures. Management have good systems in place to keep all documents and records efficiently up to date.

The nursery has made good progress since the last inspection. The manager, all staff and parents are involved in the evaluation process to drive improvement within the nursery. They have changed the layout of the base rooms to support a smoother transition for babies, young children and their parents. The outdoor play area is currently being extended and developed to allow more outdoor learning experiences for the children. The manager carries out annual appraisals and regular supervision meetings. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the nursery continues to develop and improve. This demonstrates a clear capacity to improve outcomes for children. All staff are aware of the high expectations of the management team within the chain and implement the policies and procedures effectively and consistently.

Those children who learn English as an additional language are well supported through partnership working with their parents. The key people learn key words in the children's home languages to help them to settle in when they first attend. The nursery has a selection of bilingual books and multicultural resources to value and promote the children's home language and cultures. In addition, resources and objects around the setting are labelled in various languages to develop them children's understanding of diversity from an early age. The nursery has well established links with other agencies and professionals to enable staff to seek additional support for children, as required. The nursery team work closely with all parents to support them and their children, ensuring all children receive the support they need as soon as possible. The nursery informs all parents about how the nursery operates and they have access to an extensive range of information, including the full policies and procedures.

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	937839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	56
Name of provider	Cherry Nurseries Limited
Date of previous inspection	31/07/2013
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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