

Cherry Tree Day Nursery & Kidz Club

17 Holmwood Drive, New Parks, LEICESTER, Leicestershire, LE3 9LG

Inspection date	25/11/2013
Previous inspection date	20/09/2012

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

- A good management team is in place. This is reflected through the range of professional development and training opportunities offered. As a result, staff are skilled in supporting all children and particularly those with special educational needs.
- Children are settled and show a strong sense of belonging in the nursery. They form trusting relationships with staff and confidently and enthusiastically participate in activities.
- The staff successfully support children in developing their communication, language and critical thinking skills. They do this through continually chatting to children and asking questions that promote thinking.

It is not yet outstanding because

- Staff do not always maximise opportunities to further develop children's very good growing decision making skills. This is with regard to allowing them to decide for themselves when they want to play inside or outside.
- Opportunities for all children to develop their independence during all activities and routines are not yet consistently in place.

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 all four playrooms and the garden.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records and their learning journeys, planning documentation and a selection of policies.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Cherry Tree Day Nursery & Kidz Club opened in 2004. The setting is privately owned. It operates from rooms within a converted detached property in the New Parks area of Leicester. The nursery is open each weekday from 7.15am to 6pm all year round. The Kidz Club offers out of school and holiday care and takes the children on numerous trips around the county. All children share access to an outdoor play area.

The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll, 69 of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 14 members of staff, one of whom has Early Years Professional Status, one of whom holds a degree in early years and 12 members of staff who are qualified to at least level 3. One member of staff is being sponsored to attend university. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- support further children's learning preferences and their growing decision making skills by providing them with the choice of when they wish to play indoors and outdoors
- create opportunities for children to develop their independence skills in relation to mealtimes, for example, by pouring their own drinks, cutting up and serving their own food.

Inspection judgements

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

Staff have a positive impact on children's learning and development at this very welcoming nursery. Children are starting to make good progress in relation to their starting points and ability, the length of time they have been at nursery and how often they attend. Staff build on useful information gathered from parents about care and learning. The nursery is developing very close working relationships with parents and work to ensure they are meaningfully involved in their children's learning. The key person carries out initial assessments of children on entry through observing them at play and discussing individual

needs with parents. Parents are encouraged to support and share information about their children's learning at home. They are shown photographs of their child and the observation notes of their child's first day at nursery. This is followed up by ongoing observations, photographs of learning and monthly reports, which are all used to inform next steps in learning for individual children. Key persons get to know their children very well, understanding each child's individual personality, learning needs and play preferences. Teaching techniques are strong and children are provided with opportunities to experience a balanced variety of adult-led and child-initiated activities. They engage effectively with children, talking and listening to and observing them to know when to offer support or allow children to direct their own play. For example, when children are getting ready to go outside to play in the garden, staff encourage and allow the children time to try and put on their own shoes. This is done very sensitively to give the children to gain a sense of achievement. Assessments of learning, such as the progress check at age two, are used efficiently and effectively to support children's future learning needs and provide any extra support they may need. These assessments are timed to coincide with the health visitor checks ensuring assessments are up to date and useful. In the case of children with special educational needs and/or disabilities, staff show particular sensitivity. They work together with a range of professionals to secure the best outcome for these children.

Each of the four care rooms are organised to support the relevant ages of the children. All have access to a wealth of quality resources, which are thoughtfully stored, allowing children to easily access them. Babies are observed exploring a selection of easy to hold musical instruments, trying to copy rhythms played by staff. Toddlers talk about colours of tissue paper as they enjoy spreading glue on paper. Pre-school children learn about three-dimensional shapes as they investigate them through enjoying moving shapes in soap suds. Older children use scissors to cut out shapes they have coloured carefully and confidently spread glue to stick them onto cards. All children have opportunities to learn about technology using interactive toys and table top computers, which work through mouse control or have interactive touch screens. Children enjoy making marks. Babies play in cornflour paste, rolling cars through it and delight at pushing their fingers in the paste. Older children mix paint together to observe the differing shades then learn about symmetry as they marvel at patterns they produce on folding the paper. All these activities help children learn the necessary skills to prepare them in readiness for school.

The garden is inspiring and inviting and children play outside every day. The soft play surface makes the garden a very safe place to explore and learn to use their bodies in different ways. Children have opportunities to climb and slide on fixed play equipment, play with balls, use umbrellas in the rain or stay dry under the cover of a canopy. A large tepee has seats inside for group times, eating snack together or spending time talking together. Children sweep leaves and jump with skipping ropes. Others learn to pedal tricycles and weave their way around the garden. Children take part in many activities to help them understand the world in which they live. They walk to play in the local park, they make cakes and deliver them to the local retirement home, and they collect food at harvest time to share with people who are less fortunate than themselves. Learning is enhanced by visitors, such as the police and fire service, who talk about how to play safely. Visits to farm parks and a planned visit to a theatre all enhance the children's learning.

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

All staff aim to provide a relaxed, safe and welcoming environment for children and their parents. Children form appropriate bonds and emotional attachments with staff, especially their key person. Regular communication between parents and their child's key person enables staff to plan for and record children's progress, supporting them to flourish. All staff know all the children very well. Sometimes groups of different age children join together, for example, to play in the garden or eat breakfast or tea together. The staff gather a wide range of information from parents about their child so that they can be fully supported in the nursery. The warm welcome that is extended to children and their parents each day provides children with an easy transition from parents' care. For example a baby is observed reaching out to her key person as her carer brings her in to the nursery. At the end of their sessions, information is shared, including care routines, issues addressed, wow moments and time is given for children to be collected. Some information is given verbally whilst other information is through a daily diary, which goes from home to nursery. Parents value this contact and say 'I know a little bit about what she is doing by reading her blue book.'

Transition in the nursery is ongoing. There are children who after being at breakfast club attend part time school in city schools, then return to the nursery for lunch and the afternoon session. For these children their key person is a vital link who pulls together and records information about the children's care and learning needs from all those involved with the children. In addition, children's individual learning journeys are shared between settings so that there is continuity in the approach to children's development, progress and well-being. Children move rooms as they develop, throughout the year and this is organised to reflect children's growing individual needs and the views of parents. Settling-in sessions are sensitively arranged and consequently, the outcome for children is a seamless transition to their new room and key person. Transition for all children to school is well thought through. Children go to a variety of schools in the area and teachers are invited to the nursery to meet the children. Some local schools invite the children to events, such as plays at Christmas, so that children can become familiar with the school prior to their move on to full time education. Staff share summary documents and trackers showing development in learning and development with teachers to ensure children experience smooth transitions.

Staff are quick to praise and build self-esteem and as a result, children develop the self-confidence to participate and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery, sharing resources amicably and waiting their turn to join an activity. For example, a pre-school child who wanted to cut and glue waited patiently for a space at the table. Children learn to make a positive contribution throughout the nursery, for example, tidying away after themselves and at the end of a session. They respond to positive praise by staff who say, 'we are doing very good tidying up today.' Staff maintain a calm atmosphere and encourage children to play harmoniously by helping them negotiate or to use alternative resources. As a result, children are very well behaved. Routine risk assessments ensure that indoor and outdoor environments are

safe. The garden is checked by staff before the children play out as part of the high priority placed on children's safety. They learn to walk safely up the ramp to play in the tepee and walk carefully down the stairs to the garden. The nursery's well-resourced garden allows all-year round access. However, while children are provided with daily outside play experiences, they have yet to be provided with opportunities to make their own decisions about when they want to play inside or out. As a result, those children who learn best outside are not able to fully benefit from this. Healthy snacks of fresh fruit and drinks are offered for mid-morning snack and menu options at lunch and tea time support children's individual diets and food allergies. While children are encouraged to develop independence in some areas, such as toileting, dressing and hand washing, they are not always consistently provided with opportunities to pour their own drinks and serve their own food to further enhance their independence skills. For example, the plastic cutlery provided does not fully support them in learning to cut up their own food.

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

Leadership and management are very good because there is a strong commitment to providing a high quality provision for all children. The owners and managers along with the deputy have a shared vision for the nursery and work well together. Those in charge have a very clear understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The managers and deputy monitor the levels of planning and assessment for all children and make sure that records are up to date. This means that the nursery offers a broad range of experiences to help all children to progress towards the early learning goals. Any additional needs children are observed quickly and support is put in place so that their development is not adversely affected. Staff are consistently reflecting on their practice and this is supported by them observing each other and offering constructive criticism to support their professional development. The managers understand their overall responsibility and ensure safeguarding and welfare requirements are implemented. Staff have all undertaken the required safeguarding training and are aware of the procedures to follow should they have any concerns about a child in their care. Parents are advised of the nursery's policy on child protection and have further information on a noticeboard. Children's safety is given very high priority. Regular risk assessments along with daily checks are undertaken and routinely reviewed. Regular risk assessments along with daily checks are undertaken in all areas that the children use. Furthermore, accident records are stringently reviewed and linked to risk assessments so that any potential hazards are identified and minimised immediately. This ensures that children are able to play safely in all areas. Children show they feel safe and secure as they move around the environment taking care to walk carefully but with confidence down the stairs to the garden.

Robust systems are in place to appoint new staff members who will support the ethos of the nursery, are well qualified and suitable to work with the children. A rigorous induction process, supervision meetings and reviews are embedded in practice. This ensures staff feel valued and supported. All staff are enthusiastic and their passion for their work is evident in their daily interventions with the children. For example, staff talk about the impact of the 'weekend bear' that children take home. Families take photographs of

activities they have been doing together at the weekend and children share these with their friends during group time. Staff are competently monitored and supported by the managers. An effective and well-established programme of professional development is helping staff to improve their knowledge, understanding and practice. The impact of staff training in supporting children's communication skills is evident throughout the nursery. Children have daily opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Parents are given ideas to support this area of development at home.

Partnership with parents are strong. Parents appreciate the different methods of communication offered by the nursery, including home to school reading books, written daily diaries, monthly written progress reports as well as daily verbal communication and regular opportunities to meet at parent's evenings. All this gives the parents opportunities to complement the learning at home and to work together with staff for the benefit of their children. Parents spoken to are extremely complimentary about the nursery, expressing a high regard for the staff and the learning taking place. One parent spoke about how his child loves the nursery and how he has noticed a huge improvement in his speech, particularly in speaking English. Another parent said she enjoyed singing songs with her daughter that had been learnt at nursery. The nursery promotes a wide range of partnership working with external agencies to ensure all children's needs are met. Links with many local schools are in place as the nursery delivers and collects children from these as part of their breakfast and after school club facilities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY277070
Local authority	Leicester City
Inspection number	939366
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	93
Name of provider	Steven Chadwick and Yazmin Chadwick Partnership
Date of previous inspection	20/09/2012
Telephone number	0116 2870092

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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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