

Cherry B Day Nursery

37 Church Lane, Cherry Willingham, Lincoln, Lincolnshire, LN3 4AD

Inspection date

03/04/2014

Previous inspection date

21/03/2011

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

- Parents feel their child's learning and development is well supported and they are kept well-informed about their child's progress.
- Staff provide interesting and challenging experiences that meets children's interests and learning needs well.
- Children are happy, confident and secure within the setting because staff have developed close relationships with them. They are encouraged to be independent, which promotes their confidence, self-esteem and helps them develop good self-care skills.
- The nursery is led and managed effectively. The manager monitors the educational programmes and children's progress well and ensures staff are supported in their professional development.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimize hazards.

It is not yet outstanding because

- Parents are not always well-informed about what their children are eating at snack time, so that a shared approach can be taken to supporting children's understanding of healthy eating.
- There is scope to deploy staff more effectively at snack time, in order to provide consistent support to younger children.

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 undertook a tour of the setting and held discussions with the Manager.
- The inspector carried out a joint observation with the Manager.
- The inspector observed adult-led and free play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self-evaluation and improvement plan.

Inspector

Hayley Ruane

Full report

Information about the setting

Cherry B Day Nursery was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Cherry Willingham, Lincoln and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a purpose built building and there is a fully enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday for most of the year, closing for two weeks at Christmas, two weeks during the summer holidays and for one week at Easter. Sessions are from 8am until 6pm. 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 three- and four-year-old children.

What the setting needs to do to improve further

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

- review the deployment of staff during snack time so that younger children receive the consistent level of support needed to make the most of this social experience
- build on the sharing of information with all parents with regard to the food offered to their children at snack time, in order to better support a shared approach to supporting children's understanding of healthy eating.

Inspection judgements

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

Staff have a clear understanding of children's learning and development needs. They effectively support and promote their interests and plan activities to extend children's learning. For example, when a group of children pretend to be dinosaurs stomping and roaring, staff extend the learning by providing paint and small dinosaurs to make footprints on paper. As a result, children are able to investigate different methods of making marks on paper whilst being interested in topics that encourage them to explore, learn about and discuss. The learning environment is engaging. It supports all children to develop their independence and confidence as they explore freely and easily access toys and resources which are placed within easy reach. Staff skilfully question children and extend learning by encouraging thinking skills. For example, when children were given a choice of placing rubbish in recycling bins for compost, paper or plastic, they used their knowledge from home to think this through before successfully identify the right bin. Children have opportunities on a daily basis to spend time in the outside area. Activities provided ensure that all children are included and they benefit from meaningful

experiences that meet their individual needs.

The quality of teaching in the nursery is strong and delivered to a consistently high standard by all members of staff, including those who are still receiving training. Staff provide children with rich learning experiences that ensures all children make good progress in their learning and development and understand that children learn in different ways and at different rates. There is a good balance of child-initiated and adult-guided experiences offered and accurate tracking makes sure a clear picture of children's progress is gained, along with further areas for their future development. Each child's next steps are skilfully planned by their key person and activities planned to cover all seven areas of learning. As a result, staff are able to accurately guide and plan for individual children's learning and development.

The nursery collects information from parents about children's interests and abilities before they join the nursery. 'All about me' booklets are used to discover children's particular likes and dislikes, in order to plan a tailored learning experience right from the start. There is clear evidence that parents contribute regularly to their children's learning within the learning journal records. For example, parents write comments about learning at home and give their feedback on the progress reports provided key persons. This information helps staff to gain a complete picture of children's all-round development both at the nursery and at home. Parents are invited to come and settle their children. Parents spoke to use words, such as 'there is a good settling-in process and my child was allowed to join gradually'. This helps children to feel comfortable and safe within the environment before being left by their parents. Parents also state that communication between themselves and the nursery is particularly strong and they feel fully informed about their child's stage of development and how they can contribute to their child's learning at home. The nursery works closely with the local authority and the local children's centre and as a result, resources are borrowed to support children's learning and development, such as story sacks and sensory play resources, which promotes the work of the nursery in the wider community.

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

Children clearly enjoy being at the nursery in the warm and welcoming environment that is established. Parents comment that their children are very happy and settled in the care of staff who know their children well. They show confidence in the staff, who meet and greet the families at drop off and collection times and help both children and parents to feel valued and included. Parents are welcomed to stay to settle their child for as long as is necessary and as a result, children settle quickly and willingly separate from their parents. The nursery has in place a well-embedded key person system that supports children's well-being and independence. Each child's key person is responsible for planning for each individual child, updating their key child's learning journals and nursery to home books and liaising closely with both parents and any other settings the child may attend. This ensures there is a consistent approach to children's care and early education. Children are well-prepared for school as there are good links with the local schools and reception class teachers regularly visit the nursery to help ease the transition process. With parents'

permission, each child's learning journal is passed onto the relevant reception class teacher to make them aware of each child's individual learning and development needs before starting school. This shows good partnership working with other professionals to support the unique needs of each child.

The environment is stimulating, well-resourced and welcoming. Staff give careful consideration to ensuring that children's social and emotional development needs are met thoroughly. This approach supports children to become confident and independent learners through a range of activities they can select from in their play. Children can rest in quieter spaces or engage in more physically active play outside. Younger children are asked if they would like a sleep after lunch and are supported to change and get comfortable. Staff then routinely monitor children as they sleep to ensure they are kept safe and secure. Staff are good role models to children and make sure they develop a strong sense of belonging and good self-esteem. Children have their own coat peg, which displays their name and picture and are encouraged to place their picture in a post box as part of the registration process. Children's artwork is displayed throughout the setting to show it is valued and to further promote a sense of belonging. Children take part in group activities that enable them to take turns and share and staff offer consistent guidance and rules so that children behave well.

Children learn about keeping safe through staff who give clear explanations to them about possible risks. For example, children show they understand safety measures, such as not running when going to the toilet and how to leave the building quickly in an emergency. A range of safety practices ensure children are always kept safe. For example, a buzzer alarms staff to the arrival of visitors and staff check the outdoor area is safe and the gate shut before children play outside. Daily risk assessments and safety checks are undertaken in each room and allow children to grow and develop in a safe and secure environment. Children's understanding of health is supported well, for example, they take part in physical activities that help them to learn about the positive effect of exercise. The nursery provides a range of healthy foods and has achieved a Food Hygiene Rating of five from the local authority, which acknowledges the good food and hygiene practices carried out to ensure children's health. Staff positively support older children to manage their own self-care routines and independence through using encouragement. As a result, children are able to wash their hands independently, dispose of tissues and wipes and put their own shoes on. Staff encourage children to help with daily routines, for example, setting the table for lunch and snack and handing out spoons. Consequently, children's independence and self-care is well supported. Mealtimes are social occasions when children sit together to eat and chat to staff and older children are supported particularly well. However, the organisation of mealtimes for younger children is less effective in supporting children's enjoyment and social development and while parents are informed of main meal menus, parents of older children do not always know what snacks their children have received during the day. As a result, not all children's meal and snack times are as organised as effectively as possible to ensure there is a consistent and shared approach to supporting children's eating arrangements.

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

The manager has a secure understanding of their role and responsibility in safeguarding children and promoting their welfare. All staff have attended child protection training. They demonstrate a confident knowledge of the signs of possible abuse and are clear about the procedures they must follow to report their concerns. All staff receive regular supervision and appraisals to identify their level of practice and any training needs. Staff are actively encouraged to extend their knowledge in certain areas of provision and are given time to feedback information to the rest of staff to ensure continuous improvements are made to the nursery, with children's interests being the driving force behind practice.

Systems for monitoring and evaluating the nursery are robust. The manager reviews every child's learning journal to ensure that individual learning and development needs are securely identified and planning is effective. The manager has a hands-on approach, which means they are regularly in the care rooms monitoring practice. This ensures that the manager is fully aware of the strengths of the nursery and have identified and prioritised areas for development through self-evaluation, which incorporates the views of parents. All staff hold relevant early years qualifications and have undertaken first aid training to ensure that children's health and safety is maintained. Daily safety checks are made and all rooms are individually risk assessed. Regular fire drills are practised with children so that they know what to do in an emergency. This ensures that children are cared for in a safe environment.

The nursery has successfully addressed actions raised at the last inspection. For example, appraisal and supervisions are fully embedded and of a high quality. As a result, strengths and weaknesses in staff training and teaching are identified and are supported and coached by the manager to make improvements. The nursery has developed links with other providers where the care of children is shared by introducing link books to secure a two-way flow of information to support children's learning. Systems are now fully embedded by staff to observe, assess and track children's achievements, interests and learning styles as they progress towards the early learning goals.

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	260006
Local authority	Lincolnshire
Inspection number	876613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	15
Number of children on roll	20
Name of provider	Wendy Fisk
Date of previous inspection	21/03/2011
Telephone number	01522 807081

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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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