

Cherry Tree Nurseries

Brandon Road, Binley, Coventry, West Midlands, CV3 2JF

Inspection date	15/04/2014
Previous inspection date	09/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are suitably safeguarded as staff are knowledgeable about how to protect children from harm.
- Children are happy and settled and they develop positive relationships with staff.
- Children behave well and are confident because staff provide clear guidance and consistently praise and acknowledge their achievements.

It is not yet good because

- The progress check at age two for children is not completed in full consultation with parents. Consequently, opportunities for parents to choose to share the relevant information about their children's development with other professionals are missed.
- There is lack of rigour with regards to how staff reflect on the different ways children best learn. Consequently, planned activities and staff practice does not always effectively meet children's needs.
- The spaces and resources in the nursery are not always organised and presented in a way that promotes effective learning.

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 spoke to the children, parents and staff and held discussions with the manager.
- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures and improvement plans.

Inspector

Naseem Moolla

Full report

Information about the setting

Cherry Tree Nurseries was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is a privately owned setting and operates from a village hall in Binley, Coventry. Children have access to a secure, enclosed outdoor play area. The setting serves the local community and surrounding areas. There are currently 67 children on roll, all of whom are within the early years age range. The setting opens five days a week, all year round, from 8am until 6pm. Children are able to attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery provides funded early education for two-, three- and four-year-old children. The setting employs 13 members of childcare staff, all of whom hold an early years qualification between level 2 and 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the written summary of the progress check at age two is completed at a time that is most useful for parents, so that they are able to share the information with other relevant professionals, such as health visitors
- embed staff practice with regards to how they reflect on children's characteristics of effective learning when planning activities.

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

- enhance the organisation of the resources and spaces in the environment, in order to maximise the quality of learning opportunities and experiences for children.

Inspection judgements

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

The quality of teaching is variable and interactions between staff and children are not always effective to ensure that learning experiences for some children are challenging. Planning provides a satisfactory range of activities, which suitably promote the all-round development of the children. Subsequently, they develop the basic skills they need for school or their next stage of learning. Staff demonstrate sufficient knowledge of each child's abilities and levels of understanding across the seven areas of learning. These observations are recorded in children's learning journeys and used to inform next steps. As a result, they know new children's starting points and most children's ongoing

development needs and plan suitably for these. However, staff do not plan activities in a way that demonstrates that they consistently and systematically reflect on the different ways children learn and with reference to the characteristics of effective learning. This weakness, in turn, is evident in their practice. For example, two children build a track using interlocking plastic, construction toy pieces. They enjoy this activity and play with it on a regular basis. They talk to each other about how they want to build the road to go through a tunnel. The road needs to bend, in order for it to go under the tunnel. A member of staff hands over pieces of the track to the children and does not attempt to support them to think critically about what they want to do. The member of staff does not ask any open-ended questions or provide commentary about what the children are doing. This means that a valuable opportunity, to support children to think critically and to develop strategies about what they are doing, is lost.

Some staff demonstrate skill in responding effectively, to spontaneous, unplanned opportunities for learning. For example, when playing outdoors, a child becomes very interested in a spider. A member of staff joins them and together they look carefully at the spider. The member of staff points out the spider's colour and size. Other children too, become interested. The member of staff provides magnifying glasses for children to better examine the spider. She demonstrates how to use the magnifying glasses. Children move to another part of the outdoor area where they discover other mini-beasts, such as woodlice and slugs. Some children move onto use their newly acquired skill in using magnifying glasses to look at other things that interest them. For example, a child looks carefully at a dandelion flower. This means that children are supported to explore and investigate things that interest them. Babies are developing appropriate physical skills and enjoy opportunities to discover and explore. They enjoy experimenting with different textures and materials and are given appropriate support and encouragement to develop their coordination and mobility. For example, they enjoy moving around the different surfaces in the outdoor area. With support from their key person, they negotiate their way up steps and down a small slide.

Parents are welcomed into the nursery. They are encouraged to provide information, which helps staff to get to know their children's interests, preferences and abilities when they start. For example, if children speak English as an additional language, key persons ask parents for a list of key words in the child's home language. This means that children have opportunities to develop and use their home language in the nursery and their identity is promoted. Staff carry out specific assessments of children's communication and language skills when they first start and subsequently, at various points after that. They plan appropriate activities to support any identified learning need. Parents are given a written report twice a year of their children's development in the seven areas of learning.

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

All children and their families are welcomed into the playgroup. Staff are kind and caring towards the children, which supports their well-being and sense of security. For example, babies seek out their key person for comfort if they are feeling upset or unsure of unfamiliar adults. Staff help children to play and learn together. They encourage them to learn how to share and take turns. For example, at a painting activity, a member of staff

supports a young child to ask another child for the use of their printing block. The child does this by first of all by acknowledging what the child says about wanting the block. The child says, 'Would you like to use that block?' The member of staff then says, 'Ask him, please may I have that if you've finished with it?' This means that the member of staff models good language and behaviour for children to copy.

The nursery environment has a good range of resources and equipment provided to meet the needs of all children attending. Children enjoy selecting from the storage boxes and baskets that are marked with photographs and words. In this way, their independence is encouraged because they are making informed choices about their play. However, there is scope to enhance the learning environment by removing excess furniture and resources and by giving further consideration to the way the environment is presented. For example, during a painting activity, the table is placed too close to a large pile of resources. This means that children cannot move freely around the table. The painting rack is not within reach of children, so they are unable to use it independently. The unnecessary use of chairs for the activity takes up further space and children's levels of well-being and involvement are affected

Children develop an understanding of healthy lifestyles through routines, which include helping themselves to drinking water and trying healthy snack options. Older children also speak confidently about the need to wear sun cream before they go outdoors. Children enjoy freshly cooked meals and older children help to set the plates out on the table for lunch. They are also encouraged to serve themselves. For example, toddlers use large tablespoons to serve themselves baked beans. This promotes independence and supports their physical development. Staff make lunch a social occasion as they sit with the children and talk with them about what they are eating. Children learn about good hygiene procedures, such as washing their hands before eating or as they come inside after outdoor play. Children benefit from regular outdoor play in which they use a range of physical activities using equipment, such as climbing frames, sit and ride toys and bats and balls. Babies and toddlers benefit from a newly created, extra outdoor area that is designated specifically for their use. They learn to move over different levels. For example, a baby who is just learning to walk encounters the very low, wooden boundary around the barked area. The child crouches and carefully manoeuvres their way successfully over the wooden boundary. A key person stands by and is vigilant but allows the child to explore. This means that children are supported to take risks.

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

The nursery is securely maintained and there are comprehensive risk assessments in place to ensure potential hazards are identified and minimised. Staff are vigilant about the security of the premises and check all visitors before entry. This helps to keep children safe from harm. The arrangements for safeguarding children meet statutory requirements and give no cause for concern. Staff place a good priority on safeguarding children and are aware of the signs and symptoms of abuse and procedures to undertake should they have any concerns about children in their care. The majority of staff hold current paediatric first aid certificates to protect children's health and safety. There are effective

systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Recruitment procedures ensure suitable checks are obtained and potential new employees are invited to work alongside children and staff prior to them being offered a position. The records, policies and procedures are generally well organised in supporting the nursery.

The manager demonstrates strong commitment and drive in carrying out her role with regards to the learning and development requirements. She monitors performance by observing staff when they the work with children and through regular supervision meetings and appraisals. Ongoing professional development is encouraged to ensure that the nursery has an experienced and qualified team. Annual appraisals are in place to identify practitioners' training needs. The manager is aware of areas in need of further improvement and development. For example, she and the staff have drawn up an action plan to develop the provision for mathematics in the nursery. Effective partnerships with the local authority advisers, provides further information to the manager and staff about self-evaluation of practice and provision at the nursery. Partnership working with the local authority's special educational needs co-ordinator helps to secure appropriate interventions to ensure children receive any additional support they need.

Parents receive a variety of information about the nursery through regular newsletters and there are plans in place to provide them with opportunities to fill in questionnaires about their satisfaction with the care provided at the nursery. Parents spoken to express their satisfaction with the nursery and say they find staff friendly and approachable. However, currently because staff do not work in full consultation with parents, the progress check at age two for children is not completed at a time that is most useful to them. This means that parents are not always able to share the report with other professionals who may be able to provide additional support to children at the relevant time. For example, the written summary is not always provided in time to inform the health and development review at age two carried out by health visitors.

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	EY364274
Local authority	Coventry
Inspection number	863805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	67
Name of provider	Cherry Tree Nurseries Ltd
Date of previous inspection	09/03/2011
Telephone number	02476 444776

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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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