

# Cherry Tree Day Nursery

5 West Road, Wharley End, Cranfield, Bedford, Bedfordshire, MK43 0SZ

## Inspection date

07/05/2014

Previous inspection date

16/03/2011

## The quality and standards of the early years provision

**This inspection:** 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff plan and deliver an exciting range of activities across all seven areas of learning, both indoors and outdoors. As a result, children are enthusiastic and motivated to learn.
- The learning environment is attractive, stimulating and rich in print, with a wide and varied range of activities and resources available. Consequently, children are interested and engaged in learning.
- Staff carry out frequent observations of children's learning and use this information to plan precisely for individual children's next steps. Consequently, children's strengths and areas for development are quickly addressed and they make rapid progress.
- The setting has a comprehensive range of policies and procedures in place to ensure children's safety. As a result, children's well-being is promoted at all times.
- Parents are offered an extensive range of opportunities to become involved in their children's learning and development. This ensures that a two-way flow of information can be established and that children's needs can be met in a timely fashion.

## **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 indoor and outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, the regional manager, the area manager and the childcare and education officer.
- The inspector spoke to staff throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.

## **Inspector**

Anne Bell

## Full report

### Information about the setting

Cherry Tree Day Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 47 daycare provisions operating under the auspices of Childbase, a national daycare group. It is situated in a converted house on the university campus site in Cranfield, Bedfordshire. The nursery serves the local area and also provides care for children of university students. It is accessible to all children. There is an enclosed area available for outdoor play. The nursery offers both sessional and full day care, opening from 7.30am to 6.30pm, Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 72 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 27 members of childcare staff, 21 of whom hold appropriate early years qualifications at level 3 or above.

### What the setting needs to do to improve further

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

- extend further the use of open-ended questioning with the younger children.

## Inspection judgements

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

Staff show an excellent understating of how young children learn. As a result, they plan a rich and varied range of activities across all seven areas of learning, both indoors and outdoors. These activities excite and enthuse the children, leading to very high levels of engagement in learning. The quality of interactions from staff is excellent as they consistently model language, give explanations and provide children with running narratives. As a result, children are provided with a language-rich environment which promotes their own language development extremely well. Staff skilfully use open-ended questioning to encourage children to develop their ability to think for themselves and express their ideas. However, there is scope to further extend this use of open-ended questioning with the younger children. Staff show that they value children's questioning and suggestions by listening carefully and responding appropriately. For example, a child is told 'I like your idea' when she offers a suggestion about a character in a story. As a result, children's self-esteem and their confidence in self-expression are very well promoted.

Staff carry out frequent observations of children's learning and then use this information to plan precisely for their next steps. This means that children's learning needs are extremely well met and they make rapid progress. When children start at the setting and each time they move between rooms, a comprehensive 'All about me' form is completed by staff and parents. This identifies children's current interests, which staff then

incorporate into their planning. The setting's 'Reflecting on progress' is completed regularly. This gives staff an accurate assessment of each child's stage of development, which is then shared with parents. Consequently, children's strengths and areas for development are identified and addressed promptly.

The setting provides a wealth of stimulating, age-appropriate resources that support learning in all seven areas. The large outdoor area is a particular strength of the setting and provides children with opportunities to climb and balance, to grow herbs and vegetables, to dig in the mud kitchen, to role play as builders and to enjoy stories on comfortable beanbags. There is also a shaded decking area where younger children and babies can play safely, enjoying twirling ribbons as they move and dance and join in with nursery rhymes. Both the indoor and outdoor areas are rich in opportunities for children to learn about letters and numerals, with a wide variety of posters, signs and labels. This encourages children's literacy and mathematical development in a fun, playful way. The indoor area is bright, attractive and stimulating. There are superb displays of children's work in every area, celebrating achievement and recapping on the learning that has taken place. Children display high levels of engagement at all times. Staff teach them to make their own play dough by mixing flour and water, and children enthusiastically roll the mixture out and squeeze it between their fingers, talking about how it makes their hands sticky. They chase bubbles outside and staff teach them to name shapes by finding 'something else that is round'. They do this with great excitement, learning about shapes as they play.

Staff teach about counting and subtraction as children put masks on to sing and act out a story, counting the changing number of ducks each time. Children access the interactive whiteboard independently and staff join in to teach them to count and recognise numerals as part of the programme. Younger children paint onto bubblewrap and then turn it over and pat it down as staff show them how to make a print. Younger children also join in with nursery rhymes and dance in response to music. Children talk animatedly about the recent visit from firefighters and dress up to recreate the event in their play. Staff plan an activity to make ride-on horses, to follow on from children's interests when they dressed up as knights on St George's Day. Children plan their visit to the local airfield, discussing how they will keep themselves safe when out and about. Staff read and tell stories to children, using stimulating resources and props to bring the stories alive and to maintain children's interest levels. Staff teach children about letter sounds as they discuss the sounds in their names and how some names sound the same. Enthusiastic staff take every opportunity to extend children's learning in ways that are age appropriate, fun and motivating.

Parents' involvement is actively encouraged. Whiteboards outside the rooms tell parents what the children will be learning and doing each day. Children's achievements are recorded in their 'learning journeys', which are regularly shared with parents. Staff meet with parents every few months to discuss children's progress. Staff demonstrate high levels of awareness of children's individual needs and, in particular, can skilfully adapt activities to provide challenge for older or more able children. Children are encouraged to manage their own risks, as appropriate to their stages of development. For example, children discussed the potential risks before a recent visit to the local airfield and decided it would be safest to hold hands and wear their high-visibility jackets when walking to their

destination. Children are confident learners, who actively explore their environment and try new activities. This confidence in learning, together with the extensive variety of opportunities to extend their skills in communication, literacy and independence, ensures that they are well prepared for school.

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

Children are extremely well cared for in this setting. Their emotional well-being is given the utmost priority by the manager and her staff. A central element of this is the key-person system, which supports children exceptionally well during their time in nursery. Children are bubbly and confident and are clearly comfortable around their key person and other staff. Children and their parents are warmly welcomed at the start of each session, and children settle easily to their breakfast or to activities. Across the setting, key persons work well together to support children when they move between rooms as they become older. Key persons prepare children for the changes in expectations and routines and then visit the new room with them to help them settle, gradually reducing their responsibility as the new key person takes over. This ensures that children can make the change smoothly and their progress is uninterrupted. Partnership with parents is extremely well promoted. Routines and planned activities are displayed in each area, so that parents are kept fully informed as to what their child will be doing and learning. Information regarding children's care and well-being is shared daily, both verbally and through the use of a personalised daily care chart. The setting has prepared several packs for parents, to support with issues such as behaviour management, sleep and potty training, as well as packs to inform parents regarding the use of certain resources, such as the treasure baskets and early years boxes that are used in heuristic play. Children's behaviour is very well managed and any instances of unwanted behaviour, such as biting, are dealt with promptly and in line with the setting's policies and procedures.

There is a superb range of equipment and resources available for children. Resources are exciting, attractive and very well maintained. Staff regularly add new resources to stimulate and enhance children's learning. As a result, the environment is vibrant, engaging and inviting to children. Children's independence is extremely well promoted at all times, as they are encouraged to serve themselves at mealtimes, pour their own cereal, clear their bowls away, put on their own coats, tidy up resources when finished and mix their own play dough. They learn in highly practical and relevant ways about safety as they decide how to dig in the compost without flicking soil and how to travel safely to the local airfield. Staff ensure that children with allergies and special diets are kept safe through the use of personalised placements at mealtimes and through specially prepared snacks and meals, which are individually monitored and signed off by the manager. Children learn about healthy eating as they grow their own vegetables and use them for nutritious meals. Staff provide individual water bottles for children indoors and outdoors, so that children learn how to keep themselves hydrated.

Within the setting, children are extremely well prepared for the moves between rooms as they become older. Again, when children are ready to move on to school, staff prepare the children by taking them to visit their new schools and by working in partnership with the schools to share information about children's development and care. The setting also

supports parents by providing information about the schools' admissions processes. These excellent arrangements promote children's well-being and sense of security as they make the move to their next setting. Children demonstrate very positive attitudes to learning. This, with their very good levels of independence, means that they are extremely well prepared for school.

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

The manager and her staff demonstrate an excellent understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff receive ongoing and updated safeguarding training and can clearly and confidently describe the procedures to follow in the event of a safeguarding or welfare concern. Regular staff meetings use innovative ways to update and refresh staff's knowledge and understanding. There are a robust range of policies in place with regard to staff recruitment, to ensure that new staff are suitable to work with children. Suitability checks are renewed every three years, as part of the setting's policy. Children's health and safety are given the utmost priority through a comprehensive range of policies and procedures. The manager has a clear understanding of staff qualification requirements and required adult-to-child ratios, and ensures that requirements are met or exceeded at all times. Staff working with babies have appropriate qualifications and experience. Children are always fully supervised as staff deployment is effectively organised by the manager. For example, she ensures that routines, such as nappy changing, are organised effectively. There is excellent communication among staff as they pass on information regarding children's special diets and medicines. This ensures that children's individual care needs are effectively met. Information for parents regarding routines, activities, staffing and menus is clearly displayed so that parents are fully informed about all aspects of the setting.

Teaching and learning is consistently monitored by the manager and her senior team, as well as through a regular quality assurance programme carried out by the daycare organisation. This scrutiny is followed up by action plans to address any areas for development. These action plans, together with feedback from parents, form the basis of ongoing self-evaluation and improvement. As a result, all aspects of the setting maintain exceptionally high levels of quality. There is a comprehensive induction programme in place for new staff, including mandatory training in safeguarding, inclusion and diversity, food hygiene, planning and assessment. As a result, there is consistency of practice across the setting, which promotes children's security and well-being extremely well. Staff undergo regular appraisals, where any further training needs or interests are identified and addressed through ongoing professional development. Consequently, staff are knowledgeable and well motivated as they take an active part in enhancing the high quality of the provision.

The setting is extremely well led and managed. The manager is dedicated to providing a high quality learning and care environment for the children and parents who attend the setting. She and her skilled staff team demonstrate a strong commitment to ongoing improvement. The setting works effectively with other agencies to support children's care and learning needs. The manager uses every opportunity to develop a two-way flow of

communication with parents and actively welcomes and promotes their feedback. Parents are very appreciative of the quality of care offered to their children by the approachable staff. Comments to the inspector include, 'I can go to work and not worry' and 'I know my child is happy and safe'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	219109
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	972238
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	01234 751900

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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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