

Cherry Tree Children's Centre

8 Barston Road, London, SE27 9HE

Inspection date

Previous inspection date

09/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- Children make good progress from their initial starting points because of the good learning opportunities available to them and the support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance. This also allows staff to meet the children's individual needs.
- A good range of interesting activities are available to all children. They have good access between the indoor and outdoor environments enabling them to choose where they wish to play and this encourages their decision-making skills.
- Leadership and management is good. The centre manager and early years teacher have a clear vision of the good practice they are promoting.

It is not yet outstanding because

- The deployment of agency staff at times does not always fully support children's individual needs.
- Staff do not fully use the key words they gather from parents to support children with English as an additional language learn new words.

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 compulsory part 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 main playrooms and the garden.
- The inspector spoke with the centre manager, childcare manager, and early years teacher and staff at appropriate times throughout the observations.
- The inspector checked staff's Disclosure and Barring Service checks and the setting's safeguarding policies and procedures.
- The inspector spoke with parents and gathered their views on the setting.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Cherry Tree Children's Centre Nursery registered in 2013. The governing body of Rosendale Primary School manage the nursery, which is in a residential area of West Norwood. It operates from a purpose-built single storey building with four group rooms and a large hall. There are three enclosed areas for outdoor play.

The nursery is open from 8am to 6pm each weekday for 48 weeks of the year. The setting closes for one week over Easter and Christmas and two weeks during the summer holidays. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 91 children on roll in the early years age range. The setting receives funding for the provision of free early education to children aged two, three and four-years.

There are 13 staff working at the nursery who all have relevant childcare qualifications at level 3 and above. There is one member of staff who holds Early Years Professional Status and one member of staff is an early years teacher, who is a qualified teacher.

What the setting needs to do to improve further

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

- strengthen the deployment of agency staff to look at where their strengths are, to best meet the individual needs of the children
- strengthen the use of key words in the children's home languages to promote further their learning of English.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Staff track the children's learning and development to identify any gaps, which are they use to inform the planning. Staff use the children's next steps in learning, their interests and gather views from the parents to plan effectively. Parents receive an invitation to talk with staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care and learning for the children. Staff complete detailed progress reports and the required progress checks for two-year-old children, which they share with parents. This enables them to see the progress their children have made.

Staff provide a good standard of childcare by creating a safe learning environment where children can play, learn and develop well. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning, both indoors and outside in the garden areas. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children receive good preparation for the next step in their learning.

Staff gather some key words from the parents of children that have English as an additional language. However, they do not use these sufficiently to fully promote children's emerging new skills in learning English. Staff do, however, support children's communication and literacy skills, and their personal, social, and emotional development well. The centre manager, early years teacher and the staff are skilled in asking the children open questions to get them to think about what they are doing, especially in the older age groups. They have informed discussions about the activities, where children tell them what is happening and what they will be doing. For example, during the hot weather a toy had started to melt in the sun, the staff and children hold a detailed discussion as to why this had happened and how it had changed shape. This teaches the children about the wider world around them, and about how temperature can affect things.

Older children enjoy learning about phonics. They learn how to form written letters, for example, staff use the ground outside to draw letters and use descriptive words such as draw a line down, then half way across draw another line over. This not only teaches the children mathematical language but also how to form and write letters. During water play, children use tubes to construct different letters and use phonics to sound out the letters they are forming. This promotes well their literacy and language development.

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

Children are happy and settled across the nursery. They have secure bonds with staff, which builds their self-esteem and their confidence. Children enjoy snuggling into staff when tired and needing some reassurance during play. Staff encourage the children through praise and cuddles to practice their new emerging skills, such as starting to walk using walkers. Children laugh and giggle when they see what they achieve and give the staff cuddles when they reach them. This not only builds the children's self-esteem, but also builds the bonds with the staff team.

Staff teach children about healthy lifestyles by encouraging children to engage in daily exercise. Children have good access between the indoor and outside play areas and staff encourage them to use the large play equipment to enhance their physical development. Children need little reminding of the importance of hand washing. They are skilled in turning the tap on in the bathroom to wash their hands after messy activities and before they have snack. Younger children receive positive support in self-help skills, for example to identify when they need to wash their hands before meals.

Children enjoy valuable social experiences when eating together. All children from the age of one upwards eat together in the main hall. The majority of children serve their own

meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their bodies. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Younger children receive support from staff to pour their own drinks and older children are able to do this by themselves. Older children take it in turns to set the tables ready for tea. Staff encourage them to count how many children are sitting at the table so they get the right amount of plates, cups, forks and knives. This supports children's emerging mathematical skills well and gives children a sense of responsibility. Staff are also fully aware of the children's individual special dietary requirements, which staff meet preparing the meals.

Staff have effective measures to promote children's ongoing safety in the indoor and outdoor environments, as well as on outings. Risk assessments are in place and these identify hazards and any action taken to minimise these. Staff complete fire drills with children on a regular basis, teaching them to be aware of what to do in an emergency.

Staff use resources well to promote all areas of learning. They continually look at ways to improve the learning environment both inside and out to enhance children's learning and development. This promotes the children's growing independence. Staff support children well when moving between base rooms according to the children's individual needs. This ensures children settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with some of the teachers at the local schools to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

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

Leadership and management of the setting is good. The centre manager, early years teacher and staff work together to make sure children are making good progress with their learning and development. They maintain documentation to a good standard and all records required for the safe and efficient management of the setting are readily available. There is a comprehensive range of written policies and procedures, including whistle blowing any concerns and notifying other agencies of concerns, as well as safeguarding. Management regularly update procedures to reflect changes in legislation and to clearly underpin staff practice. The centre manager works with the childcare manager to complete staff rotas. However, at times when agency staff are being used, they are not always deployed effectively to support the permanent staff. This is because they are not always placed in the age group they are confident in working with. This means, at times, they are a bit quiet with the children.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions, one to one meetings and appraisals to assess their work and to look at further training opportunities. Staff attend regular training through the local authority and through in house courses during inset days, to enhance practice and promote children's learning and welfare. The most recent training day taught the staff about the

new special educational needs and disabilities code of practice that is due to take effect in the summer. This helps to prepare them well for imminent changes to support children's individual needs. The centre manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress. The early years teacher and the centre manager monitors the children's files and planning to make sure staff are carrying these out. They also look identify staff training needs from these. For example, if staff require extra support to learn how to complete the tracking forms or make links with children's learning to the planning. As a result, children make good progress in their learning.

All staff have a strong understanding of child protection and how to safeguard the children in their care, including Local Safeguarding Children Board procedures. This helps them to meet all safeguarding requirements effectively. Risk assessments are in place for the premises and for all outings the children undertake. Children are well supervised across all areas of the setting and when on outings, which further enhances their safety.

Self-evaluation is strong and clearly shows the key strengths and the areas the nursery is currently working on. Parents share their views on the nursery and the centre manager gathers children's opinions to help shape the service they provide. Parents attend regular parent forums to discuss the nursery and relevant issues and practices, for example, changes to staff and introducing a breakfast club. As a result, the service is highly responsive to its users.

Staff work closely in partnership with parents. Parents regularly share with the staff what they have been doing with their children at home, which staff use to enhance the children's individual learning needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. This provides good continuity of care. In discussions with parents, they are happy with the care the staff provide and their caring nature with their children. Staff share children's files and current stages of development with the schools children are moving to. They invite teachers from the schools into the nursery to observe the children. Staff also work closely with other agencies involved with the children. They attend regular meetings with them, sharing the children's progress and working together to set workable targets for them to work towards. This further enhances continuity of care for the children.

The Childcare Register

The requirements for the compulsory 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 | EY466863 |
| Local authority | Lambeth |
| Inspection number | 943984 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 56 |
| Number of children on roll | 91 |
| Name of provider | Rosendale Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 02087613835 |

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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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