

Cherryvale Nursery

Frimley Road, Ash Vale, Surrey, GU12 5NZ

Inspection date	24/06/2014
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are offered a substantial range of activities and resources to engage which cover all areas of learning.
- Staff are enthusiastic and put the children at the heart of all that they do.
- Staff have an extensive knowledge of how young children develop and learn which allows them to plan an exceptional range of experiences that ensure every child reaches their full potential.
- The enthusiasm and passion of all the staff is evident, team work is strong and the majority of staff are well qualified.
- Children thrive under the care of the inspiring staff team who have a comprehensive understanding of each child's care and learning needs.

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.

Inspection activities

- The inspector observed the interaction between the staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children, parents and staff to ascertain their thoughts on the nursery.
- The inspector sampled some paperwork which included records kept on the children.
- The inspector spent time in all the rooms and in the garden.

Inspector

Amanda Shedden

Full report

Information about the setting

Cherryvale Day Nursery opened in 1998. It operates from a former school building in a residential area of Ash Vale in Surrey and serves the surrounding areas. Children are accommodated in age-related groups. There are enclosed outside play areas, an indoor play area and a soft play area. Cherryvale is a private day nursery, which is part of the Cherry Childcare Group. The nursery is registered on the Early Years Register. There are currently 113 children aged from six weeks to five years on roll. The nursery receives funding for free early education for two- three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens five days a week, from 7.30 am to 6.30 pm, all year round apart from a week between Christmas and New Year and bank holidays. There are 26 full-time members of staff, 23 of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review mealtime arrangements, to provide more opportunities for children to be independent.

Inspection judgements

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

Children of all ages thrive due to the comprehensive knowledge staff have of each child. Trusting and worthwhile relationships are made between the staff and children, fully supporting the continuity of care and learning between the nursery and home. Their purposeful interaction results in children being confident to join in and learn through their play. Key persons make detailed observations and assessments of children, resulting in them having a clear understanding of each child's interests and needs. This means that staff identify every child's strengths and weaknesses clearly and plan for their next steps in learning very successfully. Staff assess, record and track every child's progress very effectively, and they complete the progress check for two-year-old children in cooperation with parents.

The comprehensive assessment of each child enables every staff member to extend or consolidate children's learning through incidental play and focused activities. All of this supports children to make excellent progress in their learning because they have inspiring and imaginative experiences throughout the day. Staff plan activities exceptionally well and they use skilful questioning to encourage children to think for themselves and contribute their own knowledge and ideas. They motivate and challenge children well

across all areas of learning, and they help them to make links in their learning. For example, as children fill containers with water and choose whether to add mud to it, staff encourage them to talk about what they see happening in the water. Children leave the containers in the sunshine and later they observe and confidently talk about the changes that have taken place. Staff support children's understanding about what has happened and enrich children's vocabulary by teaching them new words such as 'evaporate'. Children also learn early mathematical concepts and language as they compare the effect the sun has had on the volume of water, talking about 'less' and 'more'. They learn to use rulers as they measure how many millimetres are left in the containers. Children are eager to repeat the experiment indoors, demonstrating that they are developing enthusiasm for learning. Staff support children's early literacy skills as they encourage them to write their own names to label their pots.

Staff support all children whatever their ability, to develop or consolidate their knowledge. They match children's interests skilfully and use excellent teaching methods so that children have rich learning experiences as they play. For example, staff adapt familiar songs to reflect children's interest in dinosaurs. Children stomp around excitedly and roar like dinosaurs; they identify different types of dinosaurs in a picture book and staff help children to develop their language skills by supporting them to pronounce the names correctly. Staff use open questions to challenge children's thinking well, asking them to speculate, for example, on what dinosaurs might eat, and children extend their imagination as they pretend to find dinosaur food in the garden. They demonstrate good early mathematical skills by counting the leaves as they pick them off a bush.

Children have many resources and activities that develop their sensory skills. Young babies sit with staff to explore soft cubes, which they scrunch and suck on. Staff show them their reflections in the mirror, play peek-a-boo, and talk to them about being happy and having a smiley face. They sit and have cuddles as staff sing simple action songs to them, modelling what they could try and do. These young babies respond by clapping or flapping their hands and feet, reflecting their enjoyment. Older young children freely engage in a wide range of messy play activities. Staff sit with them to encourage their language development, commenting and using describing words and asking the children to contribute their thoughts as they bury their hands in foam, try and move the gloop with different tools and feel, stir, scoop and move the dry mixture of oats and noodles. All of these activities, and the comprehensive knowledge of staff, help children to develop valuable skills and a positive attitude to learning. This means that children are extremely well prepared for their next stage in learning.

Parents are very involved in their child's learning. In addition to daily discussions and written information about the experiences their child has had, parents have regular meetings with their child's key person to keep them fully aware of their developmental progress.

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

The key person system is very effective and this has a significant impact on children's well-being and development because it helps children to have secure attachments with staff. This builds children's confidence and self-esteem, resulting in them being emotionally prepared for their next stage of learning.

Children learn about healthy lifestyles and staying safe through the routine of the nursery. Children eat freshly cooked food each day and the nursery chef ensures that their meals are healthy and meet any dietary requirements; clear systems are in place so that children are prevented from accessing foods they should not have. Young children are helped to develop independence in feeding themselves where appropriate. Older children's independence, however, is not fully supported at meal times, because meals are served for them. Children can help themselves to their clearly labelled water containers throughout the day, both inside and outside, when they are thirsty. Older children undertake health and safety checks each day before using the garden. They use named spoons to register when they are going out to play and take them back in when they go indoors. Children learn to be private when they use the toilet. They brush their teeth daily, and know they wash their hands, 'to get rid of germs'.

The highly stimulating environment both indoors and outside promotes children's development across all areas of learning. There are high quality resources in every room, fully appropriate and carefully arranged to meet the needs of the children in each room. Young babies have lots of soft furnishings to sit and lie on with resources on the floor or at a low level. Children who are at the toddling age have a room designed so there is furniture with which to pull themselves up and cruise around. The garden has two areas, keeping the younger children safely away from the more physically active older children. There is shade and an excellent range of resources in both areas, including equipment for children to climb. Older children particularly enjoy the new mud kitchen that has recently been created for them.

There are comprehensive systems throughout the nursery to promote positive behaviour and to build children's self-esteem and confidence. Staff are good role models. They talk to children calmly, using polite words and they praise children for good behaviour, manners, effort and achievements. Children learn from an early age about what is acceptable and as a result, their behaviour is excellent.

There are very successful systems for supporting children when they are ready to move on to their next stage of learning, whether in the nursery or to school. Children moving on in the nursery have visits with their key person and extensive information is passed on to the next key person. This ensures that new staff are fully aware of the child's development and care needs. Children who are moving on to school are supported to be independent and confident, so that they will adapt quickly in their new setting. Key staff visit schools with the children sometimes, so that they have someone alongside who knows them well, helping with their confidence.

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

The leadership and management of the nursery is inspirational. They have an excellent understanding of the Early Years Foundation Stage and of their responsibility to ensure that they meet all the requirements. The senior management team works exceptionally hard to oversee, encourage and develop the service they provide. All the staff and the senior management team are passionate and knowledgeable about their work. They have an accurate understanding of their responsibility to ensure that children are safeguarded. All staff are required to undertake safeguarding training on a regular basis, and this, together with their comprehensive understanding of the policies, ensures they would know what to do should they have a concern about the welfare of a child or the behaviour of a member of staff. Staff have ready access to the contact numbers of external agencies, so would be able to raise any concerns with them, if unhappy with management's handling of a situation. Children play in a secure environment and staff carry out regular daily risk assessments to ensure that hazards are minimised to keep children safe.

All visitors are recorded in the visitor book and signed in and out of the building. Most staff have had first aid training, so they can deal effectively with minor injuries if necessary and all accidents, illnesses, incidents and medications are appropriately logged and signed by parents. Robust recruitment procedures are in place to check that only suitable staff are appointed. Each new member of staff has a thorough induction, which includes all aspects of provision.

Management has high expectations of staff. There are highly effective systems to support the staff, whether they are still in training or are fully qualified. Staff receive are encouraged to undertake regular training to develop their skills and knowledge further. Senior management observe and evaluate staff practice regularly to ensure that they achieve the highest standards. Management has extensive and precise knowledge of the learning programmes that the staff plan for the children and they track the progress of every child. This enables them to effectively monitor the education programme and identify any gaps in children's learning or experiences immediately.

Staff, parents and children contribute to the nursery's self-evaluation. Members of the management team use this information, as well as their own monitoring, to analyse strengths and weaknesses and to create action plans. They are continually looking at their practice and the service they offer to families and make many improvements throughout the year. Recently, they have added a technology suite for the children, a mud kitchen, a home library and a dedicated room for the pre-school children to engage in imaginary and role play. They have further plans for development, to improve the outcomes for children.

Partnership with parents and others is exceptional. Extensive, current information is exchanged between the nursery and parents, promoting continuity of care and learning. Staff have created innovative ways to communicate with parents when they are working abroad. Parents are invited to take a bear with them and to email photos to the nursery, showing where they are and the places the bear is visiting. All children have responded well to this and it helps to make the children feel more engaged with the absent parents. Parents say that they are extremely happy with the nursery and that their children love coming. The nursery has effective communications with other agencies involved with children, so that all children receive the help they need and make excellent progress from

their starting points.

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	119980
Local authority	Surrey
Inspection number	908338
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	113
Name of provider	Cherry Nurseries Limited
Date of previous inspection	24/02/2009
Telephone number	01252 545477

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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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