

Cherrytown Nursery

67 Branksome Hill Road, College Town, Sandhurst, Berkshire, GU47 0QF

| | |
|--------------------------|------------|
| Inspection date | 03/09/2014 |
| Previous inspection date | 05/05/2010 |

| 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

- Excellent leadership and management, staff knowledge and continuous reflective practice enable staff to plan a range of activities that inspire, motivate and challenge children to achieve their very best.
- Staff place extremely high priority on helping the youngest children achieve excellent social and emotional skills, communication and physical development, giving them secure foundations for all future skills.
- Children are happy and keen to explore, investigate and be imaginative as staff plan and provide a vibrant, secure and exciting nursery indoors and outdoors.
- Staff quickly identify children's strengths and individual needs and meet these exceptionally well through highly effective partnership working with parents and carers.
- Strong leadership across the company drives forward improvements in the nursery year after year and supports staff that are eager to do their very best for the children in their care.

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 a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
The inspector reviewed documents and procedures relating to safeguarding,
- staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
The inspector sampled a range of children's records as well as the nursery's systems
- for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Cherrytown Nursery registered in 2000. It is one of eight nurseries run by Cherry Nurseries Ltd and is located in Sandhurst, Berkshire. The premises are divided into age-related rooms with children under two using the upstairs rooms and children aged two to five using the ground floor. The children also have access to a large outside play area. The nursery serves the local community and surrounding areas. The nursery is registered on the Early Years Register.

The nursery is open from 8am to 6pm each week day for 51 weeks of the year. It closes for a week at Christmas and on bank holidays. Children may attend for a variety of full-time or part-time sessions. There are currently 70 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of staff including two cooks. There are thirteen members of staff with qualifications, eleven of whom hold relevant qualifications at level 3. The nursery receives support from teachers within the Cherry Childcare Chain.

What the setting needs to do to improve further

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

- enhance opportunities for younger children to further develop their knowledge of the world by experiencing everyday life in their local community.

Inspection judgements

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

Children make excellent progress in their learning and development as management and staff provide exceptionally high levels of education and care. Staff deliver exciting, well-designed educational programmes across all three areas of the nursery from babies, those in the two- to three-year-old room and the pre-school children. Babies listen intently, follow actions, and move their bodies in time with the music as staff enthusiastically deliver daily sessions on sense, sound, and rhythm. Staff observe, record and celebrate babies' new achievements as they learn to stand independently, wave their arms and blow kisses on cue. Staff working in the two- to three-year-old room also have high expectations for children's development. They label and talk about children's feelings and emotions, and positive ways of managing them routinely at circle times. Children's communication and actions reflect their growing understanding and ability to express their likes and dislikes. Children care for each other as they find enough tools for everyone who

wants to investigate mini-beasts and insects in their sensory garden. For example, they remind their friends who does not like the tickle of spider's legs and who does like holding worms. Staff promote children's communication and language very effectively as they play. They teach them new vocabulary and create many opportunities to encourage children to express themselves. Staff focus keenly on nurturing high levels of progress in children's communication and language, their physical development and also their social and emotional development. As a result, all children have strong foundations for their future learning.

Staff inspire and challenge children through a diverse range of planned and unplanned play, inside and outside. Children look forward to their weekly cookery classes. They wipe tables and wash their hands, collect hairnets and help each other with their aprons. This helps children learn about the importance of good hygiene. Children listen to staff as they give clear instructions and make observations which extend children's learning and enjoyment. For example, demonstrating the meaning of the word 'pattern' with a series of cubes alternating in colour. Children talk with staff about the shape, size and texture of their designs as they decorate their baking with different patterns of seeds and berries. Staff skilfully build on children's interest to plan a variety of further opportunities to help them fully grasp new concepts and to learning through exploration. For example, they leave out boards and coloured pegs for children to practise making patterns. Staff further develop the focus on healthy foods by adding fresh cucumbers, squash and other fruit in the home corner. Children thorough enjoy exploring these as they play and activities such as weighing their produce also helps to promote their mathematical skills. The excellent planning extends still further as children handle and sow their own tiny seeds in small pots and harvest cherry tomatoes in their kitchen garden. This provides more challenge and teaches children about how food grows. Consistently high quality teaching such as this ignites children's interest and feeds their thirst for discovery and exploration across all aspects of learning and development.

Staff receive high levels of training and guidance. They effectively implement this knowledge to help children to think critically, develop their creativity and learn through exploration and first-hand experiences. Staff plan ahead, know the children in their care exceptionally well, and constantly reflect on their practice. Children's individual planning folders include clear information for parents about the systems for teaching, including planning and assessment. Folders also include useful information gained from parents about their child's interests, abilities and achievements. This sharing of information provides a strong basis for staff to use when planning activities and targets that meet each child's interests and needs. It is also the basis of strong and highly effective partnerships in learning between home and the nursery. Staff use observation, assessment and planning exceptionally well to develop children's skills across all areas of learning and development. Children's key person routinely reviews children's achievements and shares these with their parents. They do this through termly written reports, summary overviews of development across the year, and regular parent meetings. Parents state they 'appreciate the daily updates they share with staff and their weekly online newsletter'. This all ensures that parents are kept fully informed about their children's progress.

Highly efficient monitoring processes, including the required progress checks for two-year-

old children, help identify any concerns or particular strengths in children's development. Staff are quick to act upon this information. They seek additional training so they know how to support children effectively and work with parents and specialist teams to put additional help in place. Children benefit from this timely support, which prepares them well for their next steps in learning and their move on to school.

Thorough preparation and training helps staff to meet the needs of all the children who attend the nursery. Each teaching area is rich with books and resources. Staff use these well to extend children's understanding of different lifestyles, cultures, and beliefs. A fascinating range of crafts from around the world prompts children to wonder about different places in the world. Children discover together as staff supply several world jigsaws and enough interactive globes for them to race to find new countries. Staff also offer opportunities for children to learn about the lives of people in other countries and to hear and practise the languages spoken there. They plan special days in the calendar when children, parents and staff take part in activities focussing on specific countries. They learn key words in the language and also learn about different customs, foods, and celebrations. These days occur frequently throughout the year to support children learning English as an additional language and to draw on extended family experience. Staff also draw on support from parents with specialist skills to positively promote children's understanding of diversity. For example, parents help children to learn about different special educational needs and/or disabilities, jobs within the community or tell them familiar stories in another language. As a result, children develop an excellent sense of their place in the world and the rich diversity of people's lives.

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

Children thoroughly enjoy coming to the nursery and settle in quickly as staff prepare activities they know will interest them. Children move freely between areas set up for messy discovery, imaginative play, and quieter zones for more gentle activities and relaxation. This encourages them to become independent in their learning. They can easily reach and choose between familiar toys and new challenges, secure in the knowledge that staff are nearby and always attentive to their needs.

Children's behaviour is extremely good due to staff's clear expectations. Staff also share practical tips and ideas with parents to encourage a consistent and positive approach towards behaviour. Children are developing excellent social skills as they share, negotiate and take turns. Staff provide superb support for children to learn to take responsibilities relative to their ages. They provide ample dustpans and brushes to enable children to clear up after their activities and children have fun wiping tabletops after baking.

There are several programmes to enhance children's understanding of the importance of keeping healthy and fit. For example, staff teach them songs to help them to remember to wash their hands thoroughly. In addition, children learn to cook healthy foods, they eat home cooked well-balanced meals, prepare nutritious snacks, grow vegetables, and refer to a wide range of books on healthy eating. Children develop extremely good physical skills as they enjoy group exercises such as 'wake up and shake up' and 'fitness Friday'.

Staff successfully encourage children to strengthen their muscles as they swing and climb on outdoor apparatus. Babies crawl over soft play areas and successfully move and negotiate toys around their own separate outdoor play area. They too develop good physical skills as they have plenty of opportunities inside and outside to enjoy a healthy mix of fresh air, exercise and healthy eating.

Staff give the highest priority to the safety of the children and support their growing understanding of how to keep themselves safe. For example, they check the levels of ultra violet light every time the children go out to play. If the level exceeds three, the children require sunhats and sun cream. Children follow the very good example set by staff and learn to take some responsibility for keeping their own play areas safe. Staff maintain daily safety checklists based on thorough risk assessments for each area of the nursery. Older children dress themselves in high visibility jackets and monitor potential hazards in the garden using pictures check-lists on clipboards. They remove any fallen sharp twigs and check for any broken toys. All the children take part at tidy-up time. They take pride in returning resources to well-labelled shelves and cupboards, so that everyone can find them easily the next day. Every resource has its place so that children may safely reach and use everything, from chalks to magnifying glasses.

For much of the day older children move freely between their indoor and outdoor learning environments. Siblings play together and younger children join in with the interests of the older group. Consequently, good relationships develop across the age groups supporting children's moves from one teaching group to another when the time occurs. Staff value parent opinions and willingly trial new ideas to assist children's growing independence. Parents also appreciate staff guidance and coordinated approach when children prepare to move from nursery to school. Children benefit, as they feel confident and manage the change admirably.

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

Strong leadership across the company drives forward improvements in the nursery year after year. Educational programmes are diverse, inspiring and a joy for staff to deliver. Staff are proud of their training, confident in their managers and eager to do their very best for the children in their care. As a result, the nursery is vibrant, the children are happy and keen to learn, and staff diligently meet all the requirements of the Early Years Foundation Stage.

Managers monitor the standards of teaching and record keeping across the nursery. They check that every child achieves high levels of education and care. Staff reflect on their practice and evaluate the impact that their teaching and training has on children's progress. Highly effective programmes of professional development underpin staff knowledge and skills in meeting the needs of all children. Staff know how to include all children in activities and value their individual identity. They seek out additional training to support children with special educational needs and/or disabilities effectively and promptly.

The partnerships with parents are very strong and foster excellent links between children's learning at home and nursery. Staff welcome parents' comments on an informal daily basis and through annual questionnaires. Managers consider the views of parents, children, staff and outside agencies when mapping out plans for future developments. Staff have worked hard to develop links with other early years providers and bring the community into the nursery. While this brings in some very exciting visitors and rich experiences, children rarely experience their world beyond the nursery gates. This is especially relevant for young children who are at the nursery full time and who have less opportunity to notice everyday aspects of their environment.

All mandatory documentation is effectively implemented and used by staff to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff attend appropriate training to help them to identify any concerns about the children's welfare and are aware of the correct procedures to follow. Regular staff meetings, supervision and appraisals also keep these issues firmly in the minds of staff to help ensure high standards of safety at all times. Robust recruitment, routine checks and a clear induction programme help to enlist staff who are suitable to work with children. Where staff are less experienced, or require further support, effective systems are in place to develop their skills appropriately.

Staff keep written records of accidents and injuries and any first-aid treatment. A significant number of staff hold current certificates in paediatric first aid and they work in every part of the nursery. Staff and visitors clearly identify first-aiders by a symbol on their name badges, and notice boards in each area include further details. Managers review any accidents and injuries to children and use this information to enhance risk assessments and implement and changes needed. Safety is the highest priority for all staff across the well-maintained premises, exciting outdoor environment and wide range of equipment.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 119248 |
| Local authority | Bracknell Forest |
| Inspection number | 840253 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 48 |
| Number of children on roll | 70 |
| Name of provider | Cherry Nurseries Limited |
| Date of previous inspection | 05/05/2010 |
| Telephone number | 01276 33995 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

