

Cherry Tree Nurseries

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

Inspection date	25/11/2014
Previous inspection date	15/04/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 develop clear relationships with their key person and this helps them settle easily into the activities and enjoy their time at nursery.
- Staff develop positive relationships with parents and children. Parents comment that they are happy with the provision and the range of information shared with them.
- Children are protected because staff have a clear understanding of their role and responsibility to safeguard children. Staff implement appropriate practices to minimise hazards to children.

It is not yet good because

- Staff do not always make the best use of their observations to identify children's next steps in learning. Therefore, children make satisfactory, rather than good, progress.
- Staff do not consistently extend children's understanding of similarities and differences by providing them with opportunities to see their home language within the nursery environment.
- Staff do not consistently encourage children to develop their understanding of mathematical concepts through play and everyday situations.

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 inside the setting and outside.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the settings process for self-evaluation.
- The inspector had discussions with staff, children and parents.

Inspector

Tracey Boland

Full report

Information about the setting

Cherry Tree Nurseries was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is a privately owned 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 63 children on roll, all of whom are within the early years age range. The setting opens Monday to Friday, 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 who speak English as an additional language. The setting provides funded early education for two-, three- and four-year-old children. The setting employs 13 members of childcare staff, all of whom hold early years qualifications at level 2 or level 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 observations of children are consistently used to effectively monitor children's learning and development, and use the information more consistently to plan for the next steps in their learning so that they make good progress.

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

- provide opportunities for all children who speak English as an additional language to see their home language within the environment
- encourage children to develop their understanding of mathematical concepts, such as simple addition and subtraction through play and everyday situations.

Inspection judgements

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

Staff have an appropriate understanding of how children learn through play and they provide age-appropriate activities. Staff observe children involved in play and take photographs to reflect the activities to share with parents. However, they do not consistently use the information gained to effectively plan for the individual next steps in learning for each child. As a result, they do not use what they already know about the children to enable them to make maximum progress. Staff support children with special educational needs and/or disabilities appropriately and they understand the importance of

working closely with other professionals to ensure continuity of care. Since the last inspection staff have worked closely with parents to ensure that the progress check for children between the ages of two and three years is completed at a suitable time for them in readiness to share with the health visitor.

Children are happy and relaxed, and confidently move around the areas available to them within the nursery. They choose the toys they wish to play with that are stored safely at low level. Children join in with their favourites songs, such as 'five little monkeys' which encourages their understanding of numbers. However, staff do not promote an early awareness of calculation, for example, by encouraging them to identify how many monkeys are left after one 'jumps off the bed'. Staff do not identify what numbers reflect the date when completing the calendar. Therefore, children's understanding of simple mathematical concepts is not maximised. Staff support children's communication skills asking questions to encourage their thought processes and language development. They take time to listen and talk to them, which builds their self-esteem.

Staff ensure children of all ages have many opportunities to make marks, which helps develop their early writing skills. Children enjoy sensory experiences as they feel various textures through play, such as rice, paint and dough. They become familiar with technology and use electronic toys, such as remote controlled cars, walkie talkies and cassette players with microphones. Babies' manipulative skills are encouraged by staff. They provide resources that encourage babies to press buttons, lift flaps and place balls into holes to gain a musical response or encourage a light to flash. Children learn about different cultural events that take place through the year and see positive images of people from around the world. Children attend the nursery who speak English as an additional language and some support is given through external agencies to help them to understand the daily routine of the nursery. However, children do not have the opportunity to see their home language within the environment or when they play.

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

Relationships between staff and children are positive. This helps children feel confident and secure within the nursery. Settling-in procedures help to ensure that children are supported to become familiar with the environment and staff before they start to attend. This also gives key persons the opportunity to find out important information about each child's individual needs. Consequently, the move from home into nursery is as relaxed as possible and care is tailored to meet their individual needs. Children have many opportunities to see older and younger children within nursery, which helps as they move to the next play area depending on their ages and abilities. Children develop their independence in daily routines. They serve their own snacks and meals and put their own coats on before playing outdoors. Staff support children appropriately as they develop these skills in preparation for the transition to school.

Children receive praise for their achievements during the day, which has a positive effect on their confidence and self-esteem. Clear boundaries and golden rules are reinforced by staff, which reminds children of what is acceptable behaviour. Children are supported as they learn to share, take turns and learn to negotiate through play.

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

Staff are aware of their role and responsibility with regard to protecting children from abuse and neglect. The safeguarding policy is thorough and includes the use of mobile phones and cameras within the nursery. Clear routines are in place that ensure children are appropriately supervised and not left unattended with unvetted adults. Security measures are in place to ensure that people cannot gain access to the nursery unless access is allowed by a member of staff and potential risks are minimised. Procedures for staff recruitment, selection and induction are clear and vetting procedures for staff meet requirements. Written policies and procedures reflect the care provided and are shared with parents. All required documentation is in place and stored securely. However, the educational programmes are not monitored with full effect by the provider and deputy, and consequently, learning and development requirements are not fully met. Staff now identify the characteristics of learning in all planning, enabling staff to ensure children are exploring, involved in the activities and thinking critically through their play. The nursery works closely with the local authority development workers in order to review and continually develop practice.

The manager and staff acknowledge that since the last inspection changes have been made to planning within the nursery although they state that the evaluation and identification of the next steps in children's learning is still developing. Through more robust, ongoing monitoring of the educational programmes they aim to improve the quality of teaching and ensure that all staff use the information gained from their observations of the children to plan effectively for the next steps in their learning. Systems for supervision and appraisal are suitable and staff members' individual training needs are identified, and appropriate courses are accessed. Staff acknowledge that they have found that Wellcomm training, which targets communication and language development, helps them to access and take appropriate action to enhance children's communication skills more effectively. Parents spoken to during the inspection speak positively of the time, care and attention given to them and their children from the manager and staff. They feel staff are approachable and keep them suitably informed about their child's progress and development. Staff work closely with external agencies or services to ensure each child gets the support they need.

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. 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	EY364274
Local authority	Coventry
Inspection number	973446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	63
Name of provider	Cherry Tree Nurseries Ltd
Date of previous inspection	15/04/2014
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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