

Cherry Field Nursery

Long Grove Park, Long Grove Road, Epsom, Surrey, KT19 8TF

Inspection date	19/12/2014
Previous inspection date	16/04/2010

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

- The environment is both highly stimulating and enabling; children enjoy their time at the setting, demonstrating that they feel extremely safe and secure.
- The key-person system works extremely effectively to ensure the assessment and recording of children's progress and the identification of children's specific needs are comprehensive.
- Partnerships with parents are very strong, which supports continuity of children's care routines, learning and development.
- Management use rigorous monitoring techniques to analyse the effectiveness of the provision and identify exact areas for development. As a result, they promote all children's learning extremely well.

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 talked with available staff, children, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.
- The inspector looked at arrangements for keeping children safe and maintaining the premises and equipment.
- The inspector invited the manager to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

Cherry Field Nursery registered in 2005. It is privately owned and is one of 10 nurseries run by Cherry Nurseries Limited. It operates from a purpose-built building in Long Grove Park in Epsom, Surrey. Children have access to five base rooms and two age-related enclosed outside areas. The nursery is open each weekday from 7.30am to 6.15pm all year round. The nursery is registered on the Early Years Register. There are currently 155 children in the early years age group on roll. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of 28 members of staff work with children, of whom 20 hold early years qualifications at level 3, one is qualified at level 2 and one is qualified at level 6.

What the setting needs to do to improve further

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

- enhance the already excellent provision for children's outdoor learning, by providing them with opportunities to learn more about their natural surroundings, for instance through gardening activities.

Inspection judgements

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

The nursery offers a very stimulating and well-resourced environment with good quality resources that are organised attractively. This is an exciting learning space and it gives very good access for the children to choose what they want to do. Staff provide a very good balance between adult-led activities and those the children choose for themselves. Pre-school children are learning to be extremely independent in their play. They make their own decisions about the activities they wish to engage in and move confidently between the different resources. As a result, children find the equipment they require and make independent choices from the wide selection available. This approach helps children become extremely independent as learners in readiness for their eventual move to school.

Staff place a very high priority on developing children's communication and language skills. For example, staff ask many questions, showing a lively interest in what children have to say to extend their already excellent language skills. Children communicate with a great deal of confidence, talking enthusiastically about their activities. Staff successfully create an environment which is rich in signs and symbols to help children learn that print has meaning. The staff's inspiring enthusiasm for stories and books has a very positive impact on children's learning. For example, younger children show great interest in books

and will independently select and often imitate reading behaviour in preparation for their own development in future reading and listening skills. This also extends children's vocabulary. The children clearly know when to listen and pay attention, for example during stories and group discussions. They are articulate and express their ideas exceptionally well as they describe what they are doing or making, and readily respond to questions. The children develop strong control and coordination when using pencils and crayons in readiness for writing and recognise and use letters and sounds.

Staff model ways for children to find out information very effectively. For example, staff and children used a book and informative cards to find out about the bugs they have discovered in the garden. Staff then supported children to count how many legs they have, writing the numbers, which children were able to copy. This session was recapped later on in the day. This led to older children spontaneously attempting to write the names of the bugs, showing their very high levels of enthusiasm for learning. This consolidated the children's understanding and knowledge about nature.

Activities are presented in different ways to suit the needs of all children extremely well. Babies have a strong exploratory impulse, moving to sounds and sights that intrigue them. Staff demonstrate how toys work so that babies press buttons to repeat the experience and to learn how things work. Provision for sensory play is a key strength of the educational programmes for under two-year-olds. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps them enthralled for a long time. The younger children explored a wide range of messy play activities where they delighted in experimenting with their hands and feet. They used toy cars to create patterns and marks in the sand. Furthermore, babies squealed with delight as staff praised them for their achievements. This promotes the children's self-esteem and encourages them to continue to develop their physical capabilities such as, learning to stand.

Staff ensure that the planning of the educational programmes is based securely in meticulously assessing what children can do. Staff are highly skilled at recognising gaps in the children's learning, eliciting additional support and adjusting plans accordingly. Consequently, all children in the nursery make excellent progress in relation to their starting points. Profiles clearly show details of how staff challenge each child appropriately across all areas of learning. The staff use this system very efficiently to monitor how well children are progressing in each development area. The nursery has an extremely effective system that allows the staff and management to track children's progress and make decisions based on sound assessment. The systems used to engage parents in their children's learning at the nursery and in consolidating their child's learning at home are outstanding. Parents are encouraged to share their observations of child's achievements at home. Staff meticulously complete the required progress checks for two-year-old children. They share these with parents and the information clearly forms the basis for their next steps in learning. This also enables the staff to clearly identify any concerns at an early stage so the appropriate steps are taken into account to support each child's specific needs.

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

The staff place extremely strong emphasis on building relationships with children and their families from the outset, so that they know precisely how to meet their individual needs. Children form very secure, meaningful relationships with their key persons and all staff offer highly positive care and reassurance. Consequently, children feel very safe and happy, and they become extremely confident learners. The environment is well thought through to promote children's confidence in making independent choices. The nursery offers a very stimulating and well-resourced environment with good quality resources that are organised attractively. Throughout the nursery, children's home languages are known and valued and there are resources and displays that reflect their individual backgrounds. Children learn about diversity and difference as they celebrate festivals and special events from around the world. This is an exciting learning space and it gives good access for the children to choose what they want to do. Children receive much praise and encouragement, which further supports their self-confidence and esteem and contributes to their excellent feelings of security.

Staff act as excellent role models; they speak to children affectionately and use good manners. Children learn about boundaries, and how to share with their friends, in a way that they understand. Consequently, children's behaviour is exemplary. The nursery offers a very stimulating and well-resourced environment that is organised attractively. Staff provide very good challenges and praise children for what they accomplish, and this builds confidence and self-esteem. For example, when they have the role of helper for the day, children hand out each child's named place setting to the correct children sitting at the snack table, cups and cutlery. In this way children learn to recognise their own and each other's names. Staff are proactive in ensuring they are fully aware of the individual needs of the children and care for them accordingly. They help babies to feed themselves and drink from their cups, so they are prepared for the next stage in learning too. Sleep arrangements for children are well managed and all children are monitored very closely during sleep times to ensure their safety and comfort.

Children follow very good personal hygiene routines, which are promoted by the staff's good role modelling and teaching. Children benefit from a wide range of experiences that help them to learn about healthy lifestyles. They eat freshly prepared meals and snacks that are well-balanced nutritionally. At meal times children independently serve and pour their own drinks, demonstrating their developing control and co-ordination. They make healthy choices from the nutritious fruits and vegetables on offer. These skills prepare children for their move on to school. Children's confidence in their physical abilities is encouraged inside and outdoors as well as in how they learn. For example, children competently use the climbing wall on the frame and other climbing and balancing adventure play equipment. Staff skilfully coach and encourage the children. Consequently, they all show improved confidence, coordination and balance during these very well managed, increasingly challenging and much enjoyed activities. Their learning is considerably enhanced by many outdoor activities. However, the children do not have extensive opportunities to grow a wide range of plants to further their already very good understanding about the natural world.

Children demonstrate that they take safety seriously by pushing their chairs back under the table when they leave it. These courteous gestures are just some of the excellent

systems in place to encourage children to be socially aware, as well as safety conscious. Children take part in regular emergency evacuation procedures and are provided with very good examples of how to keep safe on outings. This further promotes their feeling of safety both indoors and out. Arrangements to help children settle into the nursery and build secure emotional attachments with the staff are highly effective and relationships are strong at all levels. Babies and toddlers seek out their key staff for a special cuddle, demonstrating strong emotional attachments. Children are sensitively supported by their key member of staff when the time comes for them to move to a new room within the nursery. Much consideration is given to preparing children for the move to school. Staff arrange visits either to the schools or for teachers to attend the nursery, so highly detailed information can be shared in order to aid smooth moves for children to school.

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

Children are extremely well safeguarded in the nursery as the premises are secure. Safeguarding is given the utmost priority and all staff are clear about their roles and responsibilities in protecting children. They all know to share any concerns about a child's welfare with the designated nursery safeguarding officer. Staff are vigilant in carrying out regular risk assessments and daily safety checks. Rigorous recruitment procedures ensure that all staff are suitable to work with children, have appropriate childcare qualifications and are highly committed professionals. All the required records relating to the safety and welfare of children are in place, reviewed regularly, maintained well and stored confidentially. Management fully understand their role in working with Ofsted and following their Local Safeguarding Children Board procedures.

The manager oversees the implementation of the learning and development requirements and the quality of the educational programmes exceptionally well. She is capably supported in this by the deputy managers and room leaders, who are responsible for planning and assessment. Rigorous monitoring of the educational programmes ensures the staff team are confident in delivering a broad and stimulating range of experiences that help children make excellent progress. The manager also oversees the quality of assessments carried out to ensure that children are making the best progress possible. She conducts routine room inspections to ensure that the quality of teaching is of a sufficiently high and ever improving standard. Robust procedures enable the management team to consistently monitor new staff. Staff feel appreciated and are well supported through training and professional development. As a result, the staff team is particularly motivated, skilled and enabled to offer excellent quality provision for all children. There are highly effective systems in place for ongoing supervision and appraisals. These help further highlight areas for professional development for staff which have a very positive impact on the quality of the provision.

The nursery staff enjoy extremely good relationships with parents. Their active involvement is encouraged through personal discussions, contributions to their child's learning, newsletters, the nursery website and questionnaires. Information is sent home daily so parents are kept very well informed about the activities their children have taken

part in. Suggestions for extension activities are provided by the nursery, and staff exchange a wealth of information with parents concerning their child's progress. They are involved with their child's welfare and learning every step of the way. Parents comment positively on the excellent communication and settling-in processes. Exemplary links are made with other professionals and schools to support children's welfare and help children to make to the best possible progress in their all-round development. Management and staff are passionate about what they do and totally dedicated to offering children and families a high quality early years provision that meets their needs. To this end, they carefully monitor and evaluate all aspects of the nursery. They are dedicated to driving improvements and continually developing the service they provide to promote excellent outcomes for children.

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	EY300147
Local authority	Surrey
Inspection number	987840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	155
Name of provider	Cherry Nurseries Limited
Date of previous inspection	16/04/2010
Telephone number	01372 747080

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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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