

Cherrytree Nursery School Ltd

149 Kingsnorth Road, Ashford, Kent, TN23 6NE

Inspection date

07/01/2015

Previous inspection date

03/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 are developing good communication and language skills because staff use good teaching methods to support speech and language development.
- Children enjoy a wide range of good quality toys and activities that support them to make good progress in their learning and development.
- Managers monitor children's progress and staff practice well, which ensures any gaps in children's learning are closing.
- All staff foster good relationships with children, which helps them feel safe and secure at the nursery.
- Children behave well. They are proactive in helping staff to keep the environment tidy and safe.

It is not yet outstanding because

- The book corner does not encourage children to look at books independently. This means that they only enjoy books under adult supervision.

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 had discussions with managers, staff, parents and children.
- The inspector sampled a range of documentation including children's records, the safeguarding procedures and other health records.
- The inspector undertook a joint observation with the supervisor.
- The inspector observed children at play and their interaction with staff.

Inspector

Linda Coccia

Full report

Information about the setting

Cherrytree Nursery School is one of two nurseries run by a limited company. It opened in 2003 and operates from a single storey building in South Ashford, Kent. There is good wheelchair access. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8.45am to 3pm except for Christmas, New Year and bank holidays. There are currently 69 children on roll, all of whom are in the early years age group. Children come from a wide catchment area. The nursery receives free education funding for all two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 staff. 13 staff, including the manager and supervisor, hold appropriate early years qualifications at level 3 and above. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the organisation of play areas to increase opportunities for children to independently enjoy and explore books and to develop their understanding of the world

Inspection judgements

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

The children enjoy the good range of quality toys and well-planned activities provided by staff. Key persons get to know their key children very well as they lead regular activity sessions with them. Staff use effective teaching methods and the Every Child a Talker programme to help children develop good language and communication skills. Staff set older children challenging calculations and problems that develop their mathematical skills. They use opportunities to help younger children to begin to learn about numbers, such as counting the crayons they are using.

The children's development records show that children are making good progress in all areas of learning given their starting points and abilities. Children who need additional support with their language development make rapid progress due to the extra support of a specialist language teacher based at the nursery. However, the book area is uninviting and children do not choose to look at books independently. They gain some early literacy experiences when adults read stories to them but this does not provide them with good opportunities to develop their enjoyment and understanding of books and the written word.

Parents are very involved in making decisions about their children's learning and receive regular updates on the progress their children are making. They borrow books to share with their children at home and are very intent on providing items for the children's group project work. Staff involve parents well in their transitions to the older children's room and during their moves to school. The records show that children are acquiring good skills for their future learning.

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

The staff use good procedures to help children settle at the nursery by involving parents and by collecting good information about children's interests and abilities. Even the youngest children demonstrate confidence in moving freely around the nursery, using the toys and interacting with staff and visitors. The children show they feel safe and secure in the setting through their attitudes and demeanours.

Staff support children from an early age to learn the rules of the setting, especially in learning the procedures for snack times and how to stay safe when using the large play equipment in the garden. Children behave well as they share toys and consider the needs of others as they play; they are proactive in helping staff to keep the environment tidy and safe.

The staff use good strategies to teach children about good food and healthy eating. All the children help staff prepare their fruit snacks in the morning and talk with staff about where food comes from and how it helps them grow. Parents provide children's lunches using information provided by the nursery regarding appropriate content. The children have regular play sessions in the garden where they can choose from a wide range of physical games and equipment. Children engage in a healthy lifestyle at the nursery.

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

All of the adults working with the children have an excellent understanding of their responsibilities to keep children safe from harm. All staff know the providers' excellent safeguarding procedures very well, which are in line with the Local Safeguarding Children Board procedures. Staff discuss the different aspects of child protection at all staff meetings so that staff can consider ways to improve their practice to meet safeguarding requirements more fully. All staff have an enhanced disclosure issued by the Criminal Records Bureau or the Disclosure and Barring Service. The providers have excellent, robust recruitment and vetting procedures which the manager implements rigorously. She checks all aspects of any applicant's working history and qualifications to ensure they are highly suitable to work with the children.

Management uses effective systems and procedures to monitor most aspects of the educational programme successfully and to monitor and track children's progress. This

helps to ensure any gaps in children's learning are closing. Managers have effectively identified staff training issues to help staff provide more spontaneity for children's play and have developed training sessions to help staff achieve this. Staff are encouraged to follow their preferred professional development and participate in lots of in-house training sessions. Despite noting that children rarely use the book area this has not been a targeted area for improvement.

Staff have excellent links with a wide variety of agencies both in health and education to support children with special educational needs and/or disabilities as required. They engage in excellent partnership working with parents. Parents report they receive a range of interesting information by a variety of different methods to help them understand the way the nursery runs and the services it offers. They are very pleased that their views are important to the staff and that staff act upon their suggestions. For example, from parents' suggestions, staff have created information boards in each room to keep parents informed about room events and activities.

Management regularly reviews and evaluates the nursery provision with staff and uses the views of parents and children s to formulate development plans to improve the outcomes for children.

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	EY286202
Local authority	Kent
Inspection number	837509
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	38
Number of children on roll	69
Name of provider	Cherrytree Nursery School Ltd
Date of previous inspection	03/02/2009
Telephone number	01233 636748

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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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