

Cherry Tree Bi-Lingual Day Nursery / English- Spanish

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH



Inspection date

Previous inspection date

23 January 2015

4 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager is unaware of her responsibilities in accordance with the Data Protection Act (DPA) 1998, which does not fully assure children's safety and welfare.
- Staff do not use their routine assessments of older children effectively, in order to identify where they can be challenged further or require additional support. This includes the progress check for children between the ages of two and three years, which is a legal requirement.
- The manager does not robustly monitor the teaching practice of all staff to ensure that a consistently good quality is achieved. As a result, not all children are fully supported to make the best possible progress, such as by staff maximising opportunities to extend their play or promoting their developing independence.

It has the following strengths

- Staff know babies well and tailor individual activities to promote their communication and language development. They introduce a variety of new words to support their developing vocabulary.
- Children have formed secure attachments to staff, who meet their individual care needs. This suitably supports their emotional well-being.
- Parents are happy with the care provided and are appreciative of the friendly, caring nature of staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop an awareness to ensure that all the responsibilities under the Data Protection Act (DPA) 1998 are met
- ensure that routine assessments on older children focus on their stage of development as well as age, in order that plans can offer suitable challenge to fully support them to make good progress in all areas of learning
- make effective use of the progress check for children between the ages of two and three years, by clearly identifying each child's strengths and any areas where they are not progressing as expected, and share this information with parents and/or carers and other professionals as appropriate.

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

- enhance the quality of monitoring staff practice to support a consistently good standard of teaching
- maximise opportunities for children to develop their skills for independence through everyday activities and tasks.

Inspection activities

- The inspector observed children's activities in all the rooms used and outside.
- The inspector carried out joint observations with the manager and held discussions with other members of staff.
- The inspector sampled the nursery documentation, including policies, children's folders and registers.
- The inspector took account of the views of parents through discussions on the day, recently completed questionnaires and feedback viewed online.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and some other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide all children with a suitable range of activities, including regular access to a well-resourced outdoor area. They complete weekly observations on each child and routine assessments throughout the year. Staff in the baby room, work closely with parents to establish accurate starting points. However, staff working with the older children, do not accurately assess their individual strengths and areas for development. This is because they use age-related guidance and do not consider the different rates at which children learn, to plan suitable challenge. Also, staff do not clearly indicate children's stage of development on the progress check for those aged two to three years, so that early intervention can be sought if needed. Nonetheless, staff do plan targeted activities to meet the specific needs of some children. There is also a clear variation in the quality of teaching. Staff in both of the older children's rooms, do not use timely moments to extend their play. For example, during an adult-led activity using dried rice and a selection of tools, vital opportunities were missed to promote mathematical development and support their readiness for school. Staff did not challenge children to count past the number five or compare quantities.

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

Staff complete regular risk assessments to help create a safe and welcoming environment for children. However, children's welfare cannot be fully assured as the manager is unaware of her responsibilities in accordance with the Data Protection Act (DPA) 1998. Children behave well and settle quickly when they start. This is because staff offer clear expectations of behaviour and follow the care information gathered from home to help children experience a smooth move into nursery. Children are taught safe-hygiene practices and the chef prepares balanced nutritious meals each day to promote their health. Staff encourage children to take responsibility, such as by laying the table, to increase their self-esteem. Although, children independently manage full-size cutlery, food arrives already served. Therefore, opportunities are occasionally missed to promote children's developing independence.

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

The manager has successfully addressed a majority of the previous actions raised and understands what she now needs to do to meet all of her statutory responsibilities. She follows an appropriate recruitment and induction process and staff now show a full awareness of procedures for child protection to safeguard children. Staff feel supported in their role and liaise with the manager for regular performance-related supervisions. Consequently, the manager is supporting several staff members to gain relevant qualifications as she aspires to continually improve the provision. Also, she is working closely with an early years consultant to evaluate all areas of practice. However, her monitoring systems are not yet rigorous enough to identify the current areas of weakness in staff's teaching practice to ensure all children receive rich learning experiences.

Setting details

Unique reference number	EY405834
Local authority	Hertfordshire
Inspection number	987420
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	35
Name of provider	Pastor Albeiro Ocampo Montoya and Dalia Ros Partnership
Date of previous inspection	4 August 2014
Telephone number	01442 247237

Cherry Tree Bi-Lingual Day Nursery / English-Spanish was registered in 2010. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are available from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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