

Cherry Tree Day Nursery

86 Main Street, Menston, ILKLEY, West Yorkshire, LS29 6HS



Inspection date

7 May 2015

Previous inspection date

8 August 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- There are specific details missing from the written safeguarding policy. As a result, staff are not fully aware of the procedures to follow if an allegation is made against a member of staff.
- The staff, including the manager, do not receive regular supervision, as required, to effectively raise standards and promote professional development.
- The quality of teaching is variable, specifically when the older children access the outdoor area. Staff do not always plan activities effectively and the limited resources do not promote the seven areas of learning. As a result, children's individual needs and interests are not always met.
- Self-evaluation is not focused strongly enough on improving teaching and learning. In addition, it does not take in to account the views of parents, staff and children.
- Systems to engage parents in their children's learning have not been fully developed.

It has the following strengths

- Children form strong relationships with the staff. Children are happy and secure, which supports them well for the next steps in learning and the eventual move to school.
- Nutritious, cooked meals contribute positively to children's good health and well-being.
- Children behave well because staff implement consistent boundaries and routines, which means children know what is expected of them.
- Staff use the resources in the indoor areas to create a stimulating environment. As a result, children are self-motivated and make decisions about their play.
- Partnerships with local schools and outside agencies are secure.

What the setting needs to do to improve further

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

- ensure that the written safeguarding policy includes the full procedure to follow if allegations are made against a staff member and ensure all staff are aware of this procedure
- ensure that there are robust supervision arrangements that provide the manager and staff with a clear programme of support
- ensure that learning experiences in the outdoor area cover the seven areas of learning, that activities are planned to be interesting and challenging, and that staff effectively support children's individual needs, taking into account their varying ages and capabilities.

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

- review the self-evaluation systems, in order to identify strengths and address key weaknesses, developing a concise action plan, which takes into account the views of staff, parents and children
- strengthen existing partnerships with parents, by providing them with information about how they can support their children's learning at home.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with both of the registered providers and the nursery manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Forrest

Inspection findings

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

The quality of teaching is variable, specifically when the older children access the outdoor area. Outdoor activities are not planned, and the varying abilities and interests of older children are not taken into account. The resources provided are limited and do not fully support children's numeracy and literacy skills. As a result, some of the children wander around and are not engaged in purposeful play or conversations with staff or their friends. Therefore, children's progress is not good. That said, nearly all children are within the typical range of development for their age. However, during free play indoors, staff respond to children's ideas and curiosities. For example, some children explore shaving foam, gel and cornflour. Staff provide children with spoons and utensils to extend this learning. They discuss the characteristics of the materials and encourage children to compare the textures. Babies are offered a wide range of opportunities. Staff support their curiosity and developing confidence with treasure baskets and soft play areas to climb, roll and explore. All staff complete detailed observations and track children's progress, and share this information with parents verbally. However, staff have not explored how to fully involve all parents in children's learning. This means parents are not always given detailed information about how they can support their children's learning at home.

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

Staff are caring and take an interest in what children have to say. They praise children for their successes, which boosts their self-esteem. Children develop close bonds with their key person and this promotes their emotional well-being. Staff remind children to use good manners and engage children in turn-taking games, so that they learn to play cooperatively with others.

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

The registered provider and manager do not fully implement all of the requirements of the Early Years Foundation Stage. Overall, staff are aware of the child protection processes to follow if they have concerns about a child's welfare. However, details about the correct action to take if allegations are made against staff is not clearly included in the written policy. As a result, some staff are unsure of the correct procedure to follow or where to find the relevant information. The manager and staff meet regularly and have general discussions. However, there is no consistent system in place for staff to attend supervision meetings to discuss their practice. As a result, they are not able to fully address their professional development needs and the manager has been unable to monitor the quality of teaching. The well-qualified team complete the required training, such as paediatric first aid. Systems for evaluating the nursery and children's progress are in place. However, this has been completed by the previous manager and does not reflect current practice in the nursery. As a result, the acting manager is not clear on which areas need fully developing or specific weaknesses of the nursery. In addition, staff, parents and children have not been involved in this process to ensure their views are considered.

Setting details

Unique reference number	EY423234
Local authority	Bradford
Inspection number	874443
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	62
Name of provider	Jonathan Roe and Kate Roe Partnership
Date of previous inspection	8 August 2011
Telephone number	01943 878 100

Cherry Tree Day Nursery was registered in 2011. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, 4 and above including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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