

The Cherry Trees Nursery

Cherry Trees Nursery, 179 Bedford Avenue, SLOUGH, SL1 4RA



Inspection date

13 August 2015

Previous inspection date

16 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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		Good	2
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:

- Managers do not effectively monitor how staff assess children's learning or check how they use information to plan for children's individual needs. Assessments are not an accurate reflection of where children are in their learning. They are not used to successfully narrow gaps in children's learning.
- The activities on offer are not always targeted at meeting children's specific needs, particularly those children with special educational needs or language delay. Staff fail to implement strategies identified by outside professionals to help children who are not making good progress in their communication and language development.
- The quality of information shared with parents, professionals and the local authority does not always provide a true picture of what children can do and where they need more support in their learning. This means children do not always get the extra help and support they need.
- Self-evaluation has not been used effectively to identify and tackle key weaknesses in the provision.

It has the following strengths

- The children are happy and form close bonds with kind, friendly and caring staff. A well-embedded key-person system ensures that children's care needs are successfully met. This promotes children's emotional well-being and good health.
- Staff have a good understanding of the setting's safeguarding procedures. They are able to identify when children's safety and well-being may be at risk and know how to refer any concerns they may have.

What the setting needs to do to improve further

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

- improve the observation and assessment process in order to accurately identify children's individual starting points and levels of achievement, to monitor their progress and plan for the next steps in their individual learning and development
- improve supervision and monitoring arrangements to identify and respond to weaknesses in teaching and planning in order to promote good learning for all children, including those who are not making good progress in their communication and language development
- obtain and share accurate information with parents and carers, other professionals working with the children, and the local authority to ensure the additional needs of children are met swiftly.

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

- review and extend the self-evaluation processes to identify areas for improvements and promote a successful culture of careful monitoring, analysis and self-challenge.

Inspection activities

- The inspectors observed children during activities indoors and outdoors.
- The inspectors looked at a sample of children's assessment folders, records and a range of other documentation.
- The inspectors carried out joint observations with the manager and a senior member of staff. They held additional meetings with the director and senior staff team.
- The inspectors spoke with the staff, children and parents at appropriate times throughout the inspection.

Inspector

Melissa Cox and Jennifer Fuller

Inspection findings

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

Staff interactions with children across the nursery are generally positive. Staff read stories to the children and engage them in conversation about what they have read. Some good incidental learning takes place and planned activities generally reflect children's interests. They enjoy activities, such as dough play, singing and sand play. However, activities do not always offer appropriate levels of challenge to extend children's learning. This is because assessments of learning are not accurate. Staff do not identify children's starting points and plan activities to effectively build on what children know and can do. Initiatives, such as 'Every Child a Talker' are not well delivered or monitored and have only a marginal effect on children's progress. Some staff make good use of signing to aid children's communication but others fail to use this or other strategies to help the high number of children who find verbal communication more difficult. Children, therefore, do not all make good progress to help them in the next stage of their learning.

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

Children's care needs are met well and staff work with parents to support children as they change groups within the nursery. A suitable range of resources are stored within easy reach of children and they make independent choices about their play. Children behave well and develop good levels of confidence and self-esteem. Staff teach children to use good manners and to be polite and kind to each other. Children look forward to meal times and enjoy a varied, healthy menu that takes full account of their dietary needs and preferences. Children learn how to keep themselves safe. Staff remind them how to move around safely and how to use tools and equipment with care. Children enjoy spending time outside in the garden and play freely on a suitable range of equipment. They acquire good physical skills. Older children gain good self-care skills in readiness for school.

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

The provider has an adequate understanding of how to implement the welfare requirements of the Early Years Foundation Stage. Safeguarding responsibilities are suitably met and staff identify and minimise potential risks to children's safety. However, leaders do not monitor children's progress and teaching well. This means that gaps in children's learning are not quickly identified or addressed. Self-evaluation is not rigorous or informed by good-quality observations of practice; therefore leaders do not have a clear plan for improvement. Most staff are suitably qualified; they attend training and have regular development opportunities. However, this does not sufficiently build on staff's knowledge and understanding, in order to improve the quality and consistency of assessments and teaching. This reduces the value of information about children's individual needs and progress, exchanged between staff, parents and other professionals.

Setting details

Unique reference number	EY436012
Local authority	Slough
Inspection number	984987
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	134
Number of children on roll	198
Name of provider	All About Children Ltd
Date of previous inspection	16 July 2012
Telephone number	01753 532 718

The Cherry Trees Nursery registered in 2011. It is situated on the Slough Trading Estate in Berkshire. The nursery is open each weekday from 7.45am until 6pm for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 41 members of staff. The manager holds a BA Honours degree in Early Years and the remaining staff all hold, or are working towards, appropriate early years qualifications.

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