

# Cherry Tree Day Nursery

The Nursery, 16-18 Upper York Street, Wakefield, West Yorkshire, WF1 3LQ



<b>Inspection date</b>	18 December 2015
Previous inspection date	16 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers lead the nursery well. They set high expectations. Staff are ambitious for the children to achieve well. They strive to improve and take good advantage of training. The nursery provides a warm and safe environment for children to learn in.
- Children make good progress. They achieve well from their individual starting points. The nursery prepares children well for the next stages in their learning and for starting school.
- Staff work closely with parents to make sure children get off to a good start. Children quickly settle in. They enjoy the wide range of imaginative activities the nursery offers. Staff help children, including those who speak English as an additional language, to develop their early speaking, reading and writing skills effectively.
- The children are well behaved. They feel safe and grow in confidence. They are keen to explore and are curious about the world around them. They love playing together in their outdoor, messy kitchen area and preparing imaginary meals together.
- Parents appreciate the close bonds staff build with children and their families. They appreciate the regular, detailed information they receive, particularly about what their children have done at nursery and how they can help them progress.

### It is not yet outstanding because:

- Procedures to develop staff's performance and quickly improve the quality of teaching are not rigorous enough to achieve the highest possible standards.

## What the setting needs to do to improve further

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

- strengthen procedures for performance management and improving the quality of teaching, so that the potential for children to make rapid progress is increased.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a nursery manager.
- The inspector held a meeting with the nursery manager and provider. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The managers have an accurate and detailed knowledge of the nursery's strengths and weaknesses. They effectively gather the views of staff, parents and children to help them identify where improvements can be made. Staff have high expectations and work well together as a team. Managers take prompt and carefully considered action to develop the quality of the provision. The nursery has improved well since it was last inspected. Arrangements for safeguarding are effective. The staff are well trained in child protection and first aid. They apply their knowledge well to create a safe and stimulating environment. Leaders promote equality and an understanding of diversity well. They increasingly analyse the progress that different groups of children make. They take effective action to address any differences in children's levels of achievement.

### Quality of teaching, learning and assessment is good

Activities are well planned to help children make progress in all areas of their learning. Staff have a strong knowledge of children's learning and development needs. They take good advantage of training opportunities to improve the provision for children's learning. Staff make learning fun. Children thoroughly enjoy finding out how different colours mix together in their messy foam play. Children enjoy listening to Christmas stories and songs. Staff help children to recognise letters and sounds they make. They make good use of accurate checks on children's achievement to plan for their future learning. Parents receive regular and useful information on their children's progress, particularly through the use of multimedia technology. Staff support parents well to make a valuable contribution to their children's learning.

### Personal development, behaviour and welfare are good

Children are happy and eager to learn. They grow in independence and self-confidence. They build strong bonds with the adults who care for them. They feel secure and protected. Children work well together. They are aware of other children when they ride wheeled vehicles and encourage them to cross the track safely. They take turns in their games and wait patiently for others to have their go. They listen carefully to instructions even when they are excited about their Christmas party. The staff manage children's behaviour effectively. They help children understand how to manage their own behaviour and to try hard. Children stick to tasks until they are complete and help to tidy up afterwards. Staff help children to think about the lives of others and those in different circumstances to their own. The children celebrate festivals and special days, including those of people with different cultures and beliefs.

### Outcomes for children are good

Children achieve well in their learning and development. They make good progress towards challenging targets staff set for them. The majority of children are working at the levels expected for their age when they leave. Disabled children and those with special educational needs also make good progress from their starting points. Children are prepared effectively for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	322072
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1028001
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Pauline Webster and Amanda Lodge Partnership
<b>Date of previous inspection</b>	16 April 2013
<b>Telephone number</b>	01924 362763

Cherry Tree Day Nursery was registered in 1998. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. One staff member has an early years foundation degree. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also supports disabled children and those with special educational needs, and children who speak English as an additional language.

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