

# Cherry Tree Day Nursery

7 Lodge Road, Yate, Bristol, BS37 7LE



## Inspection date

Previous inspection date

8 August 2016

20 December 2012

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

## Summary of key findings for parents

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

- The quality of teaching varies. At times, staff engage with children well and extend their learning. However, at other times, staff do not join in and support their play effectively to fully encourage their learning.
- The management team does not monitor the educational programmes sufficiently to ensure that staff plan well and consistently challenge children to make good progress in all areas of their learning. Sometimes, the management team does not ensure that staff organise themselves to best support the younger children.
- Staff gather information from parents when they initially register their children. However, they are not consistent in involving all parents fully in their children's ongoing learning.

### It has the following strengths

- Staff support children who have special educational needs or disability well. They work closely with other early years professionals to help them reach their full potential.
- Older children benefit from moving freely between the indoor and outdoor environments, and making choices in their play. For example, children thoroughly enjoy pretending to be builders and talk to staff about the repairs they make and the tools they use.
- Children build secure attachments, helping them to feel safe and secure.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- |  |            |
|--|------------|
| ■ implement effective methods to monitor staff practice, planning and the educational programmes to improve the quality of teaching and ensure all children are consistently supported and challenged to make good progress in their learning. | 05/10/2016 |
|--|------------|

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

- review staffing arrangements to ensure that younger children receive consistent support from staff who know them well
- consider different ways to involve parents in their children's ongoing learning.

## Inspection activities

- The inspector completed two joint observations with the manager, and held meetings with the manager and the registered individual.
- The inspector completed observations in the playrooms and the garden.
- The inspector sampled documentation, including staff records, accident records, risk assessments, policies and procedures, and children's learning records.
- The inspector spoke to parents to gain their views about the provision.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

### Inspector

Lorraine Sparey

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a clear understanding of the procedures to follow if they have concerns about a child's welfare. They provide a safe and secure environment. Effective risk assessments enable staff to support children in taking controlled risks, particularly in the outside area. The management team and staff use some methods to evaluate their practice and monitor some aspects of the provision. However, they do not always identify areas that require improvement, such as monitoring staff practice to make sure that they consistently provide challenging learning opportunities to meet children's needs. Staff benefit from good training opportunities, such as to encourage mathematical development through everyday play. Staff build positive relationships with parents. In general, they share information well. However, staff do not always encourage parents to be fully involved and contribute to their children's ongoing learning.

### Quality of teaching, learning and assessment requires improvement

Staff interaction with children varies. At times, they are actively involved with children. However, when children do not want to do an activity, they do not always offer alternatives or find different ways to engage them. Nevertheless, children learn about the natural world and their community. For example, older children are keen to explore the toy animals. Staff encourage discussions about these, which leads to children developing their imaginations and pretending to be doctors. However, at other times, staff group children together for activities that are too difficult for some of the children. They become bored and lose interest. Staff complete observations and assessments of children's learning, but they do not consistently use them to plan activities effectively.

### Personal development, behaviour and welfare require improvement

Children build good relationships with their key person. However, staffing arrangements mean that sometimes younger children do not receive support from staff who know them well enough to engage them in activities, such as in the garden. Children behave well. For example, they know the boundaries and expectations to share and cooperate with others. Children benefit from healthy and nutritious meals. Younger children receive good support to be independent, such as to feed themselves. Children learn to take controlled risks and develop their physical skills. For example, they learn to use the climbing equipment in the garden and staff carefully show younger ones how to use it safely.

### Outcomes for children require improvement

Overall, children gain some of the key skills they require for school. They count well and older children speak confidently, such as during group activities. Generally, children are keen to learn. However, they do not always receive sufficient or appropriate challenge to help them to make good progress in all areas.

## Setting details

<b>Unique reference number</b>	135969
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1058751
<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 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Jeanette Mary Mullen
<b>Registered person unique reference number</b>	RP513104
<b>Date of previous inspection</b>	20 December 2012
<b>Telephone number</b>	01454 228665

Cherry Tree Day Nursery registered in 1995 and operates from Yate, South Gloucestershire. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery employs 12 members of staff; of these, two hold early years professional status, one holds qualified teacher status, one holds a qualification at level 5, five hold qualifications at level 3 and one holds a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

