

# Cherry Tree Day Nursery

7 Lodge Road, Yate, Bristol, BS37 7LE



## Inspection date

15 November 2017

Previous inspection date

20 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children's behaviour is good. Staff consistently use a range of effective methods to motivate children and keep them interested. They celebrate their individual achievements and praise their efforts. This helps to minimise behaviour issues.
- Leaders have made good progress in effectively working on the weaknesses found at the previous inspection and they have targeted them well to make significant improvements.
- Methods for observation, assessment and planning are effective. Staff are good teachers. Children make good progress from their starting points, including children who speak English as an additional language and those who have special educational needs (SEN) and/or disabilities. Staff prepare children well for school and their next stage in learning.
- Staff are strong teachers of mathematics. They are skilled in taking opportunities as they arise in children's play to extend their mathematical skills. This is helping children make very good progress in this area.
- Staff and leaders regularly reflect on the practice and demonstrate good capacity for continuous improvement.

### It is not yet outstanding because:

- Staff do not always sharply tailor their teaching techniques during group activities to engage younger children fully.
- Staff miss opportunities to engage parents in their children's learning at home.

## What the setting needs to do to improve further

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

- ensure all younger children are fully engaged during small-group sessions, taking into account their age, interest and level of understanding
- extend partnership working with parents to give them greater opportunities to get involved in their children's learning, to help them make even more-rapid progress.

### Inspection activities

- The inspector held discussions with the leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching indoors and outdoors.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand child protection issues and keep up to date with current guidance and legislation. Staff regularly attend relevant training to enhance their ongoing professional development. This has helped them to deepen their knowledge of children's learning and improve their teaching skills. There are robust recruitment and vetting systems in place to ensure staff are suitably qualified and have the appropriate skills for their roles. Leaders review the progress that different groups of children make well and identify any action needed to close gaps in children's learning effectively. Parents are complimentary about the care their children receive.

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

Staff observe children's skills carefully to check their learning. They obtain information from parents about children's interests and preferences on entry, and regularly thereafter. Staff conduct regular summaries of children's progress. They share all assessments of children well with parents. Children have access to a range of play resources and equipment indoors and outdoors, and staff make good use of resources to make them stimulating and attractive to children. This encourages children to play with things that cover all areas of learning. The younger children learn about textures and colours as they explore paint. Older children have opportunities to develop their literacy learning as staff plan activities that challenge and extend their reading and writing skills in preparation for starting school. Staff help all children to develop good language and communication skills. For example, staff use sign language, songs and stories to encourage children to communicate and to introduce new vocabulary.

### Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional development well. Staff get to know children as individuals, which strengthens relationships and helps children settle and feel secure. Key-person relationships with staff are strong, which helps secure children's emotional well-being. Staff meet children's physical needs to a good standard. For example, in the garden children are active as they use a range of exercise equipment. Staff promote children's independence well. As a result, children are confident in what they can do for themselves and this prepares them well for their eventual move on to school.

### Outcomes for children are good

Children share and take turns well, and they have good listening skills and social awareness, which help them build good friendships. They gain a wide range of skills they need for school and their next stage in learning. Children learn that some children's lives are different to their own and learn to respect these differences.

## Setting details

<b>Unique reference number</b>	135969
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1108098
<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 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Jeanette Mary Mullen
<b>Registered person unique reference number</b>	RP513104
<b>Date of previous inspection</b>	20 June 2017
<b>Telephone number</b>	01454 228665

Cherry Tree Day Nursery registered in 1995. It operates from Yate, South Gloucestershire. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery employs 10 members of staff. Of whom, two hold early years professional status, one holds a qualification at level 6, one holds a qualification at level 5, four hold qualifications at level 3 and one holds a qualification at level 2.

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