

# Cherry Tree Bi-Lingual day Nursery and Pre- School/School Club

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH



## Inspection date

Previous inspection date

16 May 2018

28 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Staff do not provide children with challenging learning experiences. They do not ensure that all activities have a clear purpose to help staff build on what children already know.
- Staff do not challenge and extend children's learning. At times there is little interaction to stimulate older children's thinking. This means children do not make good progress.
- The organisation of activities and routines in the toddler room do not always support children's opportunities to learn. At times, adult-led activities are too long or there are waiting periods with nothing for children to do. As a result children lose concentration.

### It has the following strengths

- The leadership team are beginning to identify weaknesses and improve the quality of care. For example, consistent staff are now based in rooms and develop strong bonds with their key children.
- Young children are excited by impromptu guitar music sessions. They eagerly join in with singing and using a variety of musical instruments.
- The nursery provides children with nutritious meals. Older children talk knowledgeably how eating vegetables and doing exercise helps to keep them healthy.

## What the setting needs to do to improve further

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

	Due Date
■ improve teaching so that children's learning is consistently extended and challenged	31/08/2018
■ improve the planning of activities so that children's next steps are targeted precisely	31/08/2018
■ improve the organisation of the session to ensure children receive consistent positive experiences and social interactions, particularly in the toddler room.	31/08/2018

## Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- One inspector completed two joint observations with the nursery deputy.
- The inspectors held a meeting with the nursery manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Elke Rockey/ Lorraine Sunter

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Management recognise the weaknesses in teaching. Performance management arrangements for staff have a clear focus on improving the quality of teaching. Staff are continuing to develop their skills which enable them to recognise the progress children make and plan effectively for their learning needs. However, this is not sufficiently embedded to ensure children are making good progress overall. The arrangements for safeguarding are effective. All staff have a secure understanding of child protection concerns and procedures. The provider has robust recruitment procedures in place to ensure staff working with children are suitable. This helps protect children. Partnerships with parents and other professionals are developing. For example, parents now receive more information about their children's day.

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

Teaching requires improvement. Staff sit with children and talk to them. However, at times, they miss opportunities to extend learning. For example, children who become bored building and knocking down towers of dominoes, are not supported to think how they can use them for a different purpose. Staff enthusiastically teach children to sing in English and Spanish. This helps them learn about other cultures and develop their language skills. Staff provide activities for children to explore cause and effect. For example, they enjoy finding out which items will sink or float in the water tray. Staff encourage older children to listen and take turns answering questions during group times. They eagerly guess what numbers make up the date showing their interest in mathematics.

### Personal development, behaviour and welfare require improvement

The routines in the toddler room, at certain times of the day, mean children have to wait unnecessarily and do not receive appropriate attention from staff to meet their individual needs. However, the deployment of staff overall has improved. Children are assigned a key person which supports their emotional needs. Staff further support children when moving rooms within the nursery by providing visits to help them to build relationships with the new staff. Children are learning to care for living things. For example, they know to be gentle and quiet when they are handling the nursery chicks. Outdoors, children have a range of opportunities to move their whole bodies. This supports their physical development. Staff keep children safe and are vigilant. They complete daily checks to help ensure the play spaces are safe and secure so that children can enjoy playing safely.

### Outcomes for children require improvement

Children do not make good progress. This is because they are not sufficiently challenged. Despite this, children are confident, inquisitive and eager to learn. They develop some of the skills they need for school readiness. For example, they are familiar with the routines and willingly join in with activities. Children enjoy collecting different items to pour and stir with in the outdoor play kitchen.

## Setting details

<b>Unique reference number</b>	EY405834
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1123065
<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 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Pastor Albeiro Ocampo Montoya and Dalia Ros Partnership
<b>Registered person unique reference number</b>	RP903499
<b>Date of previous inspection</b>	28 November 2017
<b>Telephone number</b>	01442 247237

Cherry Tree Bi-Lingual day Nursery and Pre-School/School Club was registered in 2010. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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