

Cherry Tree Day Nursery & Kidz Club

17 Holmwood Drive, New Parks, Leicester, Leicestershire LE3 9LG



Inspection date

11 December 2018

Previous inspection date

22 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 provider and manager evaluate the provision well and have made effective improvements since the last inspection. For example, they ensure that the progress check for children aged between two and three years is completed at the most appropriate time and shared with parents.
- Staff are good role models. Children learn to share and take turns through play and positive interactions with staff. They are polite and show respect to staff and each other from an early age. Children receive lots of praise and encouragement, which helps to support their developing confidence and sense of self-esteem.
- An effective key-person system is in place. Children quickly develop strong bonds with staff, who are kind and responsive to their needs. Children are happy, settled and enjoy their time in the nursery.
- Staff in the baby room place high priority on nurturing babies' emotional well-being. They work closely with parents to reflect routines from home and are caring and attentive to children's individual needs. As a result, babies settle well.
- The manager monitors the progress made by groups of children. This has helped her to work with staff to adjust provision, for instance, to promote children's mathematical skills.
- On occasion, staff do not make the most of opportunities to model language and build even further on children's speaking skills.
- Sometimes, staff do not plan for children's next steps as precisely as possible to help them make even better progress.
- The provider does not use the expertise of more skilled staff well enough to raise the teaching of all staff to a consistently high level.

What the setting needs to do to improve further

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

- use every opportunity to model and use language to enable every child to make even better progress in their spoken skills
- focus more sharply on identifying and targeting children's next steps in learning, to help children to make the best possible progress
- use the expertise of skilled practitioners more effectively to lead practice and share their knowledge and expectations so that the teaching of all staff is of the highest quality.

Inspection activities

- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Alexandra Brouder

Inspection findings

Effectiveness of leadership and management is good

The manager has begun to target and implement effective supervision arrangements to help staff become better teachers. Safeguarding is effective. The provider, manager and staff have a clear understanding of child protection procedures. They know what action to take should they have a concern for a child's welfare. Recruitment and vetting procedures are robust to ensure all those working in the nursery are suitable and safe to do so. Training needs are identified through supervision discussions to help staff continue building on their skills, to support children's development. Staff work hard to support children who are learning English as an additional language. They work closely with other professionals and outside agencies. Staff have positive relationships with parents. They gather and share information in a variety of ways each day. Parents say they are happy with the care their children receive.

Quality of teaching, learning and assessment is good

Most staff are qualified and experienced and understand how young children learn. They regularly observe the children as they play and use their interests to develop their play. For example, staff offer a range of messy activities in the toddler room as they know children enjoy being creative and using their sensory skills. Children mix water, sand and shaving foam together. They laugh with delight when they splash staff's hair and face. Pre-school children mimic adults who are typing on a computer. They comment on this, stating they are 'making words'. Many children start at the setting with levels of development that are less than typical for their age. By the time children are ready to move on to school, they have made good progress relative to where they first started. They are catching up well.

Personal development, behaviour and welfare are good

Children have access to a good range of play materials and resources, indoors and outdoors. Opportunities for children to develop healthy lifestyles are evident. Children are taught to follow good hygiene routines. They 'catch' their cough in their hands when reminded by staff and know and understand when to wash their hands. Children love to be outdoors and use their physical skills well and in safety, to run, jump and skilfully climb up and down steps. Babies benefit from having good access to large play spaces in which they can confidently explore their growing mobility. Children are offered healthy meals and snacks. These reflect their individual needs to support their well-being. Mealtimes are social occasions during which children and staff sit together and converse about their day.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, develop appropriate skills needed in preparation for future learning and school. Pre-school children enjoy making marks on paper and begin to use simple tools to cut up real vegetables in the role-play area. Pre-school children and toddlers show good independence as they put on their own coats for outdoor play and negotiate the stairs to their playrooms.

Setting details

Unique reference number	EY277070
Local authority	Leicester
Inspection number	10080381
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	58
Number of children on roll	47
Name of registered person	Steven Chadwick and Yazmin Chadwick Partnership
Registered person unique reference number	RP522751
Date of previous inspection	22 February 2018
Telephone number	0116 2870092

Cherry Tree Day Nursery & Kidz Club registered in 2004. The nursery opens Monday to Friday from 7.15am to 6pm, all year round. The nursery employs nine members of childcare staff. The provider holds a qualification at level 6 and early years professional status. One staff member holds a qualification at level 5, five staff hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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