

# CherryIsland Nursery

Mill Rythe Junior & Infant School, Havant Road, HAYLING ISLAND,  
Hampshire PO11 0PA



<b>Inspection date</b>	27 February 2019
Previous inspection date	15 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff gain a good picture of children's overall development when children first start at the nursery. They talk to parents about the methods they use at home to comfort children. Staff follow similar routines and babies settle into nursery very quickly.
- Staff invite children to carry out simple risk assessments, such as when children help staff to check the outdoor environment. Staff remind children to be cautious around sharp objects and when they are moving around the nursery. Children remind their friends about the rules they need to follow to stay safe.
- Children of all ages independently practise new skills. Older children proficiently use scissors to cut around maps and young children serve their own food and pour their own drinks.
- Staff target additional funding well. They make changes in the environment to meet the needs of individual children. All children consistently make good levels of progress from their initial starting points.
- Staff make the most of all professional development opportunities and some members of the staff team have recently taken on new responsibilities. Staff speak positively about the ongoing support the manager and the provider give them to undertake their role.
- Staff miss some opportunities to encourage children to elaborate on their creative ideas, to help children further develop their communication skills.
- Staff do not continually maintain the quality of writing resources. Some pencils are blunt or the leads are broken. They are not always ready for children to use.

## What the setting needs to do to improve further

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

- maximise opportunities for children to talk about their creative ideas, to further develop their communication skills
- monitor the quality of writing resources, so that they are always ready for children to use.

### Inspection activities

- The inspector spoke to parents about the methods staff use to communicate about children's learning.
- The inspector jointly observed teaching with the manager and they fully evaluated an activity.
- The inspector spoke to children about toys they play with when they attend nursery.
- The inspector held a meeting with the management team, and they discussed professional development opportunities available to staff.
- The inspector talked to parents and staff about the progress children are making in their learning and development.

**Inspector**  
Julie Bruce

## Inspection findings

### Effectiveness of leadership and management is good

The manager invites parents to freely share their opinions on the nursery and she includes their contributions in the self-evaluation process. Staff share details of all policies and procedures with parents. For example, parents are aware of how to raise a complaint about the quality of care should they ever need to. Safeguarding is effective. Staff have a secure knowledge of how to address any concerns they have about children's welfare. Staff know how to contact external agencies to report any worries about the behaviour of a colleague. The manager provides good induction procedures for all new members of staff. For instance, new employees access a range of focused training opportunities to develop their knowledge. The manager also talks to staff about their individual responsibilities so that they know what to expect. Staff enjoy working at the nursery.

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

Staff plan a broad range of stimulating activities for all children both inside and outdoors. For example, staff in the baby room encourage babies to chase bubbles. Babies carefully move their hands to burst the bubbles. Staff show children how to stroke the soap across their hands. Children giggle as they feel the sticky texture. Staff encourage older children to use mathematical language. Children compare the size of toys and they confidently count bricks. Staff share details of children's assessments in a variety of ways. For instance, some parents thoroughly enjoy using the learning system. Others prefer to talk to staff about children's learning. Parents have a good awareness of the progress children are making in their development.

### Personal development, behaviour and welfare are good

Staff provide good levels of support to children with special educational needs. For example, staff regularly help children access a picture board which reinforces children's understanding of the daily routine. Staff form strong partnerships with a range of other professionals who are involved with children's ongoing care, such as health practitioners. Staff act on all advice about how they can help children make further progress in their learning. The manager deploys staff effectively at all times. There is always a member of staff with a first-aid qualification available to respond to any accidents. Staff display vigilance and they minimise risk in the environment, such as when they check that all equipment is appropriate for the age of the child using it.

### Outcomes for children are good

Children gain a good understanding of different cultures, such as when they learn about foods that children eat in other countries. Children enjoy moving their bodies to music. Babies wiggle and shake their bodies, and older children dance and twirl across the floor. Children are very well equipped for the move to the school environment. They collaborate well with friends to dig for treasure. Many children change their clothes without support.

## Setting details

<b>Unique reference number</b>	EY360864
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073991
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Nursery Rhymes (H.I.) Ltd
<b>Registered person unique reference number</b>	RP527265
<b>Date of previous inspection</b>	15 April 2016
<b>Telephone number</b>	023924 60926

CherryIsland Nursery registered in 2007. It is located in the shared grounds of Mill Rythe Infant and Junior Schools in Haying Island, Hampshire. The nursery is open for 51 weeks of the year from 8am to 6pm on weekdays. There are nine members of staff who work at the setting. The manager holds a childcare qualification at level 5, another member of staff is qualified at level 6, five members of staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The provider receives funding to provide free early years education for children aged two, three and four years.

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