

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

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire HP3 9UH



<b>Inspection date</b>	30 April 2019
Previous inspection date	16 May 2018

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

- Managers have worked in close partnership with staff to prioritise actions and implement sustainable improvements. These changes have played a key part in the significant development of the nursery since the last inspection.
- Staff complete further training and put their new knowledge into practice. They now offer children improved support in developing their speech, for example, through using a consistent range of single words and building on these. This particularly supports children with special educational needs and/or disabilities and those who speak English as an additional language.
- Improved assessment and planning procedures mean that all children now enjoy challenging activities and make good progress in their learning. Managers rigorously check this progress and quickly address any weaker areas.
- Staff build professional partnerships with parents. Parents report that they value the caring, nurturing environment. They appreciate the wide variety of activities and particularly note that their children enjoy the music and language sessions.
- Children follow the good example set by staff and show genuine care and respect for one another. Staff support them well in learning to manage their behaviour. For example, they help children understand how their actions affect others.
- Staff do not always offer as many outdoor play and learning opportunities, to fully extend the development of children who prefer to play and learn outside.
- Staff do not consistently support parents as much as possible in building on 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:**

- extend the use of outdoor areas to offer children who prefer to be outside further play and learning opportunities
- enhance the support offered to parents in extending their children's learning.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held meetings with the nursery manager and deputy manager. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

#### **Inspector**

Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is good

Managers make good use of their qualifications, and have successfully addressed the actions from the last inspection. They offer staff effective supervision and support them in developing their teaching skills. For example, staff regularly research good practice and use this knowledge to improve their daily interactions with children. The manager continuously evaluates all areas of the nursery and implements pertinent improvements. Arrangements for safeguarding are effective. Staff maintain a secure knowledge of this area, for example, by refreshing their training and frequently discussing safeguarding issues. They fully understand the possible threats to children's welfare and know how to report any concerns. Effective procedures support staff in working with other childcare providers and professionals to ensure that children's care is consistent.

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

Improvements in staff's teaching skills and the planning of activities contribute significantly to ensuring that children's learning is consistently extended. Staff confidently offer children challenge. For example, children gain further skills in language as they predict what happens next in stories and make their own puppets and props to act these out. Staff plan activities well and skilfully adapt these to take account of children's differing ages and abilities. For instance, children engaged in a cooking activity eagerly count the number of eggs in two boxes. More able children count the number in the larger box. Other children count the smaller number of eggs. This gives them the confidence to try counting the larger number. Staff support children in developing their early reading skills. They help children sound out letters and they go on to think about words beginning with these letters. They develop their creativity as they make their own illustrations of these words.

### Personal development, behaviour and welfare are good

Staff use the key-person system well to aid them in obtaining information from parents about children's needs. They use this information to help children settle. For example, they understand when babies are tired or hungry and quickly respond to their needs. Children build secure bonds with staff, instinctively turning to them for comfort and reassurance. Children gain a good understanding of how to keep their bodies healthy. For example, they clean their teeth after lunch and talk about the importance of good oral hygiene. Staff offer children healthy meals and children discuss the relevance of a balanced diet. Staff offer children praise and encouragement. They support children to talk with one another about their play and achievements. This helps build children's confidence and their ability to understand their own learning and progress.

### Outcomes for children are good

All children make good progress given their starting points. They develop essential skills in readiness for school. They learn to work cooperatively, state their views and make decisions together. For example, they discuss the activity planning for the week and make changes to this, understanding that all have different needs and interests. This also contributes to children feeling valued and helps create a positive environment where children are able to explore and learn.

## Setting details

<b>Unique reference number</b>	EY405834
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10084961
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	45
<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>	16 May 2018
<b>Telephone number</b>	01442 247237

Cherry Tree Bi-Lingual Day Nursery and Pre-School/School Club registered in 2010 and is located in Hemel Hempstead. The nursery employs 12 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and six hold qualifications at level 3 or above, including one who holds 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.

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