

Cherry Tree Children's Day Nursery

86 Main Street, Menston, ILKLEY, West Yorkshire LS29 6HS



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| Inspection date | 1 May 2019 |
| Previous inspection date | 26 April 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Children develop very good relationships with staff, who are kind, caring and know children's individual personalities and care needs well. Children develop good levels of self-esteem and settle happily.
- Partnerships with parents are a key strength. Staff engage parents in their children's learning and involve them in their children's assessments. This helps to support a consistent approach in children's care and development.
- The management team is committed to developing the nursery continually to provide a good-quality learning environment for children. The manager has implemented effective action plans that help to target priorities for further improvement.
- The experienced manager has a secure understanding of the early years foundation stage. She provides good support to develop staff's teaching practice through role modelling, focused supervision and professional development opportunities.
- Children learn to understand and respect the differences between their own lives and the experiences of others in the local community and wider world. For example, they visit the library, parks and other places of interest.
- Overall, the quality of teaching is good. Staff routinely observe and assess children's progress. The newly introduced systems for planning provide children with a variety of age-appropriate activities. However, not all staff use their assessments of children's individual learning to clearly identify their next steps.
- On occasion, adult-led activities are not flexible enough to ignite children's curiosity and support them to explore, investigate and develop their own ideas.

What the setting needs to do to improve further

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

- make even better use of the information gathered from assessments to inform teaching and to help all children make the best possible progress
- give children more opportunities to explore, investigate and develop their own ideas to promote their individual creativity to the highest level.

Inspection activities

- The inspector observed a range of activities. She assessed the impact of teaching on children's learning.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector met with the management team to discuss self-evaluation. She sampled and discussed other documents, including evidence of the suitability of staff, nursery policies and children's records.
- The inspector spoke with parents and took their views into account.

Inspector
Shirley Maynard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are up to date with current legislation and fully understand their responsibility to protect children. They know who to contact if they have concerns about the welfare of children. Staff supervise children very well to help ensure they are safe. They assess risks in the environment indoors and outdoors and remove any identified hazards. Recruitment and induction procedures are robust and ensure that staff are skilled and suitable for their roles. Partnerships with other settings and professionals are effective. Parents speak highly of the good progress their children make and the warm welcome they receive.

Quality of teaching, learning and assessment is good

The well-qualified staff use their skills and knowledge to provide a broad range of interesting and challenging resources within the free-flow environment. Children confidently make choices about where they would like to play. They develop their communication and language skills well. Older children learn how to sound out the initial sounds of words. Staff model the sounds clearly as they skilfully help younger children to hear and repeat back letter sounds comfortably. Children enjoy listening to stories, eagerly pointing at the pictures and repeating familiar lines. Babies develop the muscles in their hands, for example, as they explore shredded paper and sand using a range of tools. This helps them in preparation for their early writing skills. Children act out their experiences and observations. For example, they prepare pretend food for friends in the mud kitchen. Children build caves with bricks. They keep on trying as staff help them to consider different ways of adding bricks so that the bridge does not fall over. This helps to motivate children and develop their problem-solving skills.

Personal development, behaviour and welfare are good

The key-person role is effective. Children receive plenty of praise and support from staff to help to develop their confidence. Behaviour is good and children understand what is expected of them. Strong emphasis is placed on teaching children about the importance of healthy lifestyles. Children enjoy the varied and freshly prepared meals, that are meticulously planned to take account of any dietary needs or preferences. Children thoroughly enjoy opportunities to play outdoors throughout the day. They dress themselves appropriately for the weather and join their friends in highly active games. This helps them to successfully develop their physical skills.

Outcomes for children are good

All children make good progress. They are confident and enjoy their learning. Children develop their coordination, balance and leg muscles as they run and cycle. They learn how to control their bodies as they design, build and play on the 'assault course'. Children confidently sort objects by size, shape and colour in their construction and role-play activities. All children gain the skills they need for their next stage in learning, including school.

Setting details

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| Unique reference number | EY423234 |
| Local authority | Bradford |
| Inspection number | 10074716 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 8 |
| Total number of places | 55 |
| Number of children on roll | 45 |
| Name of registered person | Jonathan Roe and Kate Roe Partnership |
| Registered person unique reference number | RP907840 |
| Date of previous inspection | 26 April 2016 |
| Telephone number | 01943 878 100 |

Cherry Tree Children's Day Nursery registered in 2011. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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