

# Cherry Tree Day Nursery

The Nursery, 16-18 Upper York Street, Wakefield, West Yorkshire WF1 3LQ



<b>Inspection date</b>	22 May 2019
Previous inspection date	18 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Good	<b>4</b> 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The manager does not ensure that staff-to-child ratios are maintained at all times throughout the day. This puts children's safety and well-being at significant risk.
- The manager does not deploy staff effectively between the rooms to ensure that children's care and learning needs are well met, or that children are safe at all times.
- The manager does not have a robust system in place for the supervision of staff. This means that she is not able to provide the coaching and support that they need in order to help improve their personal effectiveness.
- The quality of teaching is variable. Consequently, children do not make the progress that they are capable of.
- Staff do not consistently manage children's behaviour in an appropriate way. This has a negative impact on children's emotional well-being and confidence.
- The manager does not reflect on the overall quality of the setting rigorously enough to help her identify and address any improvements needed swiftly.
- The manager does not identify or target professional development opportunities that the staff need in order to help raise the quality of their teaching to a good level.
- Staff do not organise group time activities for the older children effectively in order to promote children's listening, attention and communication skills successfully.

### It has the following strengths

- The manager works closely with other professionals to help support the needs of children with special educational needs and/or disabilities.
- Staff keep parents well informed about their child's day. For example, they have daily discussions, send a daily sheet home and share observations via an online system.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain the staff-to-child ratios at all times to ensure children's safety and well-being	03/06/2019
improve the effectiveness of staff deployment to ensure children's care and learning needs are well met and that children remain safe at all times	03/06/2019
improve arrangements in place for the supervision of staff to provide support, coaching and training to help improve their personal effectiveness	03/06/2019
ensure that staff consistently manage children's behaviour in an appropriate way.	03/06/2019

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

- improve self-evaluation to help identify and address weaknesses in the setting swiftly
- focus professional development opportunities more sharply to help raise the quality of teaching to a good level
- review the organisation of group time for the older children to help promote children's listening, attention and communication skills more effectively.

### 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 spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as staff supervision and training records, policies and procedures and evidence of the suitability of staff working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.

#### Inspector

Helen Royston

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager has failed to identify breaches in the safeguarding requirements. She does not ensure that staff-to-child ratios are met at all times during the day. For example, one member of staff has too many children in the outdoor area on her own and also in the pre-school room during the afternoon. This poses a significant risk to children's safety and well-being. The manager does not have a robust system in place for the supervision of staff. This means that staff do not receive the support or coaching that they need to help improve their overall effectiveness. Furthermore, the manager does not target professional development opportunities to help raise the quality of teaching to a good level. The manager is not using self-evaluation to help her identify and address weaknesses in the setting swiftly. For example, she has not addressed the previous recommendation for improvement raised at the last inspection. However, staff can identify signs and symptoms of abuse and neglect. They show knowledge of wider safeguarding matters. They know what action to take and who to contact if they have any concerns about a child's welfare.

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

The quality of teaching is inconsistent. For example, staff do not organise group time effectively for the older children. They do not utilise staff to meet children's individual needs such as, supporting those who speak English as an additional language or offering appropriate challenge to extend children's learning. This results in children misbehaving, for example distracting others or lying down, or losing interest and going to choose something else to do. However, staff engage younger children effectively as they use the instruments. Children delight at choosing their favourite songs, making sounds and copying the actions. The manager monitors the progress that individual children and groups of children make. This helps staff to plan activities that generally support what children need to learn next.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's safety and welfare cannot be assured. Furthermore, staff do not manage children's behaviour consistently. For example, on occasions staff shout over children, point their finger while they are talking to them or deal with behaviour in a negative manner. Staff are not deployed effectively throughout the day to ensure children's safety and meet their care and learning needs effectively. One example of this is at lunchtime, which results in children misbehaving and becoming impatient while they wait a long time for their lunch. Children push each other while they line up and start to fight with each other using their knives and forks. Despite this, staff encourage children to develop their independence skills, for example they practise serving their own food at lunchtime.

### Outcomes for children require improvement

Children make some progress from their starting points in learning, including those with special educational needs and/or disabilities. However, the quality of teaching requires improvement in order for children to make good, or better, progress. Children develop some key skills in preparation for their move to school and future learning. For example,

they use their technological skills while they practise number formation on the tablet. Older children attempt to copy and write their own names. Children spend time throwing and kicking balls outside and balance along obstacles. This helps to promote their physical skills well.

## Setting details

<b>Unique reference number</b>	322072
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10066485
<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>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Pauline Webster and Amanda Lodge Partnership
<b>Registered person unique reference number</b>	RP523266
<b>Date of previous inspection</b>	18 December 2015
<b>Telephone number</b>	01924 362763

Cherry Tree Day Nursery registered in 1998. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two- and three-year-old children.

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