

Cherrytown Nursery

67 Branksome Hill Road, College Town, Sandhurst, Berkshire GU47 0QF



Inspection date	2 August 2019
Previous inspection date	3 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Partnerships with parents are good. Parents comment that staff involve them from the very beginning and keep them well informed about their children's care and learning.
- Managers accurately monitor children's progress. They work closely with the special educational needs and/or disabilities coordinator, parents and other professionals to ensure interventions are in place to close any gaps in children's learning. This results in highly effective strategies that promote and support children's good progress.
- The managers deploy staff well to supervise babies and children carefully. Daily safety checks and risk assessments help ensure that children always play in a safe and secure environment.
- Staff complete accurate assessments of children's progress and provide a variety of activities that follow children's interests. All children, including those with special educational needs and/or disabilities, make good progress in their learning from their starting points.
- Children have many opportunities to practise their physical skills. For example, pre-school children enjoy exercise classes. Younger children concentrate well and learn to use equipment in different ways.
- Children respond positively to meaningful praise, support and encouragement. For example, younger children excitedly share and name objects found in messy play and older children confidently talk about what they are building.
- Children behave well. They are happy and settled in the nursery and show kindness and consideration to others. Their emotional well-being is enhanced through the nurturing and close relationships they have developed with staff.
- Although the quality of teaching is good, very occasionally staff do not fully challenge and extend children's learning to help them make the best possible progress, in particular when children are initiating their own play.
- At times, staff do not organise activities as well as well they could, to ensure they fully involve and engage all those children taking part.

What the setting needs to do to improve further

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

- continue to enhance the skills and knowledge of staff, to ensure they use all opportunities to fully extend and challenge children's learning to the highest level
- ensure staff fully involve and engage all children when leading a group activity.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector held discussions with the managers, children and staff at appropriate times during the inspection.
- The inspector conducted two joint observations with the deputy manager.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Recruitment and vetting processes are rigorous. This ensures all staff are suitable to work with children. The managers ensure staff receive training and regular updates regarding child protection issues. Staff understand the procedures in place to report concerns about children's safety and welfare and how to manage concerns about the behaviour of a colleague. The managers evaluate the nursery effectively. They take into account the views of parents and children to target areas for further development. Staff participate in regular staff meetings and are proactive in implementing new ideas. They attend mandatory training, for example, on managing children's behaviour. This helps them to review how they encourage positive behaviour within the nursery. Parents comment how well staff work with them to ensure strategies to manage children's behaviour are consistent with those at home.

Quality of teaching, learning and assessment is good

Staff know their key children well. They provide a good variety of interesting activities and experiences that children are eager to explore. Babies build towers with everyday objects and staff use opportunities such as these to encourage an early understanding of number. Toddlers learn to manipulate tongs and make marks, such as with paintbrushes and water. They concentrate intently as they move the brushes and watch the patterns they leave. This helps to develop their coordination in preparation for early writing. Pre-school children learn to use tools such as trowels for a purpose. They are imaginative and tell staff they are building a house as they spread wet sand onto construction bricks. Staff build on children's good communication and speaking skills well. For example, they engage older children in discussions and use eye contact and tones of voices to communicate with babies. Children are enthusiastic and are keen to take part in the day's events.

Personal development, behaviour and welfare are good

The strong leadership within each room helps all staff to create an environment that builds on children's self-esteem and encourages exploration. Children develop a good understanding of the importance of healthy lifestyles. For example, they know to wear sun hats in hot weather and to drink water to stay hydrated. Children show good independence skills, such as being able to help themselves to food. All children, including toddlers, help to sweep up, for example, after sand play. Children work well as a team and enjoy playing together. For example, they pretend to cook dinner for each other in the mud kitchen. The cultural diversity of children is immensely valued. For example, children share photographs of their families with others, which promotes their emotional well-being highly effectively.

Outcomes for children are good

Children who speak English as an additional language learn new words rapidly. They independently look at books and listen attentively to stories. Pre-school children show motivation in forming letters and begin to write their names. Younger children are developing good communication skills. They enjoy singing songs and copy actions and movements. All children develop the key skills they need for their move to school.

Setting details

Unique reference number	119248
Local authority	Bracknell Forest
Inspection number	10108430
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	48
Number of children on roll	72
Name of registered person	Cherry Nurseries Limited
Registered person unique reference number	RP904322
Date of previous inspection	3 September 2014
Telephone number	01276 33995

Cherrytown Nursery registered in 2000. It is one of eight nurseries run by Cherry Nurseries Ltd and is located in Sandhurst, Berkshire. The nursery is open from 8am to 6pm each weekday for 51 weeks of the year. It closes for a week at Christmas and on bank holidays. There are 16 members of staff working with the children, 14 of whom have relevant qualifications at level 3 or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

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