

# Cherryvale Nursery

Frimley Road, Ash Vale, Surrey GU12 5NZ



<b>Inspection date</b>	20 August 2019
Previous inspection date	24 June 2014

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

- The management team is passionate about driving quality. It evaluates the provision thoroughly, seeks the views of parents and demonstrates a strong commitment to raising the existing good standards of care and learning for children.
- Children are very physically active and enthusiastically explore the spacious and adventurous outdoor area. They show strong balance and coordination as they complete obstacle courses and make their way across balancing beams.
- Children demonstrate strong bonds with staff. For example, babies respond well to staff and quickly become confident to explore their environment. All children thoroughly enjoy playing and interacting with staff and demonstrate they feel safe and secure.
- Children are polite, demonstrate good manners and learn to value and respect their peers. They behave well, actively share and take turns, and thoroughly enjoy engaging in play with other children.
- Partnerships with parents are strong. Staff communicate with parents daily and involve parents in all aspects of their children's development. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress relative to their starting points.
- Staff complete regular observations and assessments and use this information to plan precisely for the next steps in children's learning. However, on occasions, some staff working with younger children and babies do not use their good teaching skills and the resources they have available to fully extend children's learning and help them make the best possible progress.
- Although managers have identified areas for professional development and have put strategies in place to help raise the quality of staff practice even further, these are not yet fully embedded to help staff deliver teaching to children at the highest levels.

## What the setting needs to do to improve further

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

- review the use of resources on offer to younger children and ensure staff make the most of opportunities to consistently extend children's learning and help them make the best possible progress
- enhance support for staff ongoing professional development, to help deliver teaching to children at the highest levels.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day of the inspection.
- 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 manager.
- The inspector looked at various documents, including policies and procedures, 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. All staff undertake mandatory training, such as safeguarding and managing children's behaviour, when they join the setting. They understand their child protection responsibilities and know how to identify and report any concerns about a child's welfare. Recruitment and induction systems are robust. They ensure staff are suitable and have a thorough understanding of how to support children's emotional well-being. The managers and staff accurately monitor children's learning. They act swiftly on any gaps in achievement for children requiring additional support and those in receipt of additional funding. Staff work closely alongside other professionals involved in children's care and learning and assist parents effectively, such as to complete documentation and obtain funding. Parents comment that staff discuss their child's progress regularly and provide support and guidance on how to build on their child's learning at home.

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

Children have good opportunities to be creative and to explore different media and materials. For example, the younger children explore changing textures as they create dough. They develop the small muscles in their hands as they enthusiastically mould the flour and water together, and these muscles are used to support their early writing skills. Children enjoy listening to stories and discuss the characters with genuine interest. They eagerly hunt for resources to re-enact stories in the garden. Toddlers talk about animals that live in the sea and use mathematical language such as 'under' and 'over'. Older children enjoy water play and learn to think about volume and capacity. Younger children water flowers and splash in the puddles they create. This helps to boost their self-esteem. Staff encourage children to use their imagination well. For example, children thoroughly enjoy creating bug hats. They think about how insects move and they pretend to be bugs as they run around the garden.

### Personal development, behaviour and welfare are good

Children develop high levels of independence. For example, they assist staff with setting up the table for lunch, serve their own food and use knives and forks to eat. Children clear away the plates and develop a sense of responsibility and pride. Staff actively support children's understanding of keeping themselves healthy. For example, they talk about care routines, such as washing away germs, as younger children play with dolls. Older children learn about keeping safe effectively, such as through helping to identify risks in the garden. Staff teach children about the wider world, such as to listen and show respect for others. For example, children talk about their pets at home, create beach scenes and discuss where they have been on holiday.

### Outcomes for children are good

Older children are beginning to recognise familiar words, such as their names. Toddlers understand positional language and show an awareness of numbers and counting. Babies explore electronic toys and investigate light and different sounds. Children successfully develop the skills they will need for their future learning, including school.

## Setting details

<b>Unique reference number</b>	119980
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10108433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	116
<b>Number of children on roll</b>	183
<b>Name of registered person</b>	Cherry Nurseries Limited
<b>Registered person unique reference number</b>	RP904322
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	01252 545477

Cherryvale Nursery registered in 1998. It operates from a former school building in a residential area of Ash Vale in Surrey. The nursery opens five days a week, from 7.30am to 6.30pm, all year round, apart from a week between Christmas and New Year and bank holidays. There are 40 full-time members of staff, 29 of whom hold appropriate early years qualifications. 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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