

Inspection of Cherry Tree Nursery

5 Dixon Way, LINCOLN LN6 7XN

Inspection date:

6 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children do not always remain purposefully involved in their play or make as much progress in their development as they are capable of. Areas where children play are not always stimulating and well presented. Staff do not always extend or adapt activities to support children's learning consistently. Children's development is assessed regularly. However, staff do not always identify children's most relevant next steps for learning. As a consequence, information shared with parents is sometimes inaccurate and does not support children's learning at home.

Staff support children's communication and language well. Children enjoy singing familiar songs and join in during story times. They learn to listen attentively and excitedly join in with repeated phrases. Staff ask children questions about stories and encourage them to recall characters and events.

Children learn to follow good hygiene practice and are developing self-care skills. They have opportunities to carry out simple tasks for themselves. Children try hard to put on their own coats and use the bathroom independently. Children show that they feel safe and secure. They concentrate on things that interest them and have confidence to explore the nursery environment. Children behave well and are respectful towards adults and visitors. They listen to staff and follow instructions. Staff help children to understand the importance of sharing and taking turns.

What does the early years setting do well and what does it need to do better?

- Staff do not maintain the good presentation of resources and activities set out for the children. They do not carefully consider the range of resources presented or how activities can be further extended. Consequently, children sometimes struggle to maintain their interest, extend their own play ideas, and build on what they already know and can do.
- Staff do not fully support all children to make as much progress as possible. They do not always make effective use of their assessment of children's learning. Although they track children's progress and recognise gaps in their learning, they do not always identify accurate next steps for all children.
- The new manager has made positive improvements since the previous inspection. She works with staff and other professionals to help evaluate and develop the quality of the provision. Most actions raised at the last inspection have been addressed satisfactorily, which promotes children's safety. For example, staff now complete regular risk assessments and daily checks to ensure all potential hazards to children are minimised. Managers implement robust procedures for the safe recruitment of suitable staff.
- The manager oversees staff practice and has implemented new systems to monitor their performance. However, these systems are not yet embedded fully

to ensure staff plan and deliver high-quality activities to children consistently.

- Parents speak positively about the nursery. Staff make good use of daily discussions to inform parents about their child's day. However, staff are not consistent in providing parents with accurate information on their children's progress. This does not enable parents to build on children's learning at home.
- Children's confidence and conduct is good. Staff are extremely caring and nurturing with the children. They are attentive to their unique care needs and offer them affection and support when they need it. This contributes effectively towards children developing good self-esteem and emotional security.
- Staff encourage children's healthy lifestyles and broaden their experiences from home. Children participate in a variety of different activities to support their physical development. They join in activities such as moving to music and yoga, and have good opportunities to run, climb and play on wheeled toys outside.
- Children develop mathematical skills well. They count as part of daily routines and activities. Staff provide appropriate opportunities for children to develop writing and reading skills. Children enjoy making marks on the wall-mounted wipe-clean board, develop control in using pens and pencils and are learning how to form and recognise letters.
- Children show good concentration skills as they build with bricks. They enjoy using their imagination as they pretend to be a doctor and care for dolls. Children play cooperatively together as they use stethoscopes to listen to one another's heartbeat.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to protect children from harm. They are vigilant and supervise children well. The manager carries out thorough background checks on all staff as part of the recruitment process. Staff have good knowledge of the signs and symptoms of child abuse and wider child protection issues. They know and understand the procedures to follow should they have any concerns. They receive regular training to update their skills and knowledge. Safeguarding policies and procedures are robust and regularly reviewed.

What does the setting need to do to improve?

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

	Due date
review and improve the organisation, presentation and use of resources and equipment to meet the play and learning needs of children	23/01/2020

make effective use of each child's assessment to close any gaps in their learning and to plan accurately for their next steps	23/01/2020
improve staff's planning and delivery of activities to ensure all children are consistently engaged in challenging and purposeful play.	23/01/2020

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

- extend partnerships with parents to provide more opportunities for them to be involved in supporting their children's learning and development at home.

Setting details

Unique reference number	EY473227
Local authority	Lincolnshire
Inspection number	10118084
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	1 to 4
Total number of places	46
Number of children on roll	21
Name of registered person	Jennett, Roger
Registered person unique reference number	RP909720
Telephone number	07711170171 or 01522 530456
Date of previous inspection	15 July 2019

Information about this early years setting

Cherry Tree Nursery registered in 2014 and is situated in Lincoln. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds early years professional status. The nursery opens Monday, Tuesday and Wednesday from 7.30am until 6pm and Thursday and Friday from 8am until 6pm, closing for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector and the manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.

We carried out this inspection 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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