

Inspection of Cherrylands Nursery

Sopwith Drive, Brooklands Business Park, Weybridge, Surrey KT13 0YU

Inspection date: 27 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff understand every child as an individual. They use their good knowledge of children's interests, learning styles and needs to support their ongoing progress in the areas where they need supporting the most. As a result, children enjoy their learning greatly and engage in play of their own choosing with confidence. Children who show an interest in animals happily use books to find pictures of their favourite animals. Babies and toddlers eagerly practise making sounds when they 'roar' as they play with dinosaurs.

Children develop high levels of respect for one another. They thoroughly enjoy telling their friends about themselves as well as finding out about their friends' backgrounds and experiences. For example, children share photographs of their families and realise that families are structured in different ways. Children develop a strong sense of what makes them unique.

Children demonstrate a strong ability to manage their own behaviour. They fully understand the rules and routines in the setting. This is demonstrated as they confidently transfer from one part of the day to another with minimal guidance. Staff empower children to interact effectively with other children and to learn how to solve conflicts positively. Children demonstrate this when they use timers to indicate when their turn finishes, and another child's begins.

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

- Managers successfully ensure that the environment, staff practice and the organisation of routines provide children with great opportunities to develop independence. Children consistently demonstrate that they can manage their own self-care with ease. Older children understand how to wipe their noses hygienically and toddlers persevere to learn how to put on their own shoes.
- Children benefit from enjoyable and engaging opportunities to hear and learn language. This includes singing songs and rhymes as they complete parts of the daily routine. Children sing merrily when they wash their hands and tidy up. Toddlers and babies mimic the words that staff model clearly to them as they play, and they become eager to name the objects they see in the room. Staff use focused interventions effectively to support children who speak English as an additional language to become increasingly fluent in the English language.
- Managers install secure key-person systems to ensure that children develop extremely strong bonds with staff and develop high levels of confidence. Key persons use effective assessment systems to develop a good understanding of the progress children make and to tailor their experiences to ensure they meet the next steps in learning they plan for them. For example, when children's next steps in learning involve developing listening skills, staff turn car play into races

where children listen carefully to the instructions in order to participate.

- Children learn to be effective learners. They concentrate well on their play and enjoy the input teachers give. For example, when staff pretend to be clowns in 'clown school', the children watch carefully and use what they have learned to perform their own 'clown' tricks. They attempt challenges such as spinning hoops, and persevere until they achieve the targets that they set themselves.
- Staff engage in children's self-led play to extend their learning. They listen to children as they voice their ideas and thoughts. However, they do not employ effective techniques to build on these further. For example, they do not give children opportunities to discuss the objects they make out of construction kits in more detail or to consider how they can make their creations best suit their purpose.
- Managers monitor practice actively to ensure all children have equal opportunities to make good progress. They know how every child is achieving and ensure those who need extra support receive targeted interventions to improve their progress. For example, where children find it hard to manage their feelings, they plan carefully for how they can make this easier for them.
- Managers use their honest evaluations of practice to note where practice most needs improving. They focus on this attentively. They set staff targets and provide meaningful training to enhance practice. For instance, they have recently supported staff to understand better how boys learn. However, managers have not yet made as effective use of performance management systems to enhance teaching to reach outstanding standards.
- Staff form strong partnerships with parents through which they ensure children benefit from continuity. For example, they work with parents to ensure that the rules they follow in the nursery continue to be reinforced at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that children's welfare is central to everything they do. Staff demonstrate high levels of care, and consistently think about children's health and safety. Managers instil in staff a strong understanding of how to notice when a child's welfare is at risk. All staff discuss confidently the safeguarding procedures they would follow if they were concerned about a child. Staff empower children strongly to manage their own health and safety. Children consistently carry out risk assessments, both in structured activities where they check the garden area is safe using checklists, and in their play when they move resources from the ground to prevent them from tripping.

What does the setting need to do to improve?

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

- use performance management strategies more effectively to support staff to employ teaching strategies that better encourage children to develop their ideas further and to ensure staff consistently act on children's ideas to extend their learning.

Setting details

Unique reference number	119979
Local authority	Surrey
Inspection number	10128550
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Cherry Nurseries Limited
Registered person unique reference number	RP904322
Telephone number	01932 354175
Date of previous inspection	30 September 2015

Information about this early years setting

Cherrylands Nursery registered in 1995 and operates from Weybridge, Surrey. The nursery employs 12 members of childcare staff, eight of whom hold childcare qualifications at level 2 or 3. The nursery is open from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The manager and her deputy took the inspector on a learning walk around the setting. During this, they discussed their ethos and the action they take to implement it.
- Parents discussed their experiences and views with the inspector.
- Staff talked to the inspector about the progress children have made and about how they will support their ongoing progress. They told the inspector what it is like to work in the setting and shared their understanding of safeguarding procedures with her.
- The inspector checked that statutory documentation is correct.
- The manager and the inspector carried out a joint observation of staff's practice, where they watched a staff member leading an activity. They discussed the quality of teaching and children's learning.

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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