

# Inspection of The Cherry Trees Nursery

179 Bedford Avenue, SLOUGH SL1 4RA

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Inspection date: 21 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate perseverance as staff encourage them to try things out for themselves. They concentrate as they use scoops to make sand balls, pour water into wheels and funnels, and watch with fascination as the water runs into the tray. Children develop a positive attitude to learning. They are fascinated as they explore what happens to ice. They talk about changing textures of the melted ice when they add glitter, and what it feels like to use their fingers to move it around the bowl. Children make their own dough and enjoy playing with it. They squeeze the paint bottle to add colour, sprinkle glitter and mould the dough together. Children identify and learn the names of the shapes using cutters.

All children develop a positive sense of themselves. They play with dolls that reflect different cultural backgrounds, and parents share pictures of family celebrations, such as 'Eid', which are recognised and valued by staff. Pre-school children practise writing skills in readiness for school. They learn the first letter of their name and draw on electronic writing boards. In the role play area, they use pens and notepads to write shopping lists.

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

- Parent partnership is effective. Parents report that they feel well informed about their children's development and care. Staff share updates on children's daily care. A newsletter provides information on each room and staff's focus with the children. During the COVID-19 (coronavirus) pandemic, the setting adapted the way in which parents drop off and collect their children, to minimise the risks of cross infection to children and staff.
- Leaders and managers monitor staff effectively to review and improve their practice. Senior managers helped to boost staff's confidence in the delivery of the early years curriculum, following a short closure during the pandemic. Staff are motivated and work well as a team. They are clear on their roles and responsibilities and support each other during the daily routine. All required documentation is maintained to support the safety and well-being of children.
- Staff support children's behaviour well. They remind children to take turns and deal with minor disagreements effectively. Children learn the importance of sharing and the impact their behaviour has on others. Staff praise children throughout the day to encourage good behaviour, which promotes their self-esteem and confidence.
- Staff promote children's physical development and help them to take safe risks. Babies walk over bridges and climb through tunnels. Children develop social skills in readiness for school. They sit and eat their lunch together and talk about the foods that keep them healthy. They enjoy a varied menu, which is changed throughout the year.

- Staff swiftly identify and put in place effective support for children with special educational needs and/or disabilities. They work with other professionals to help children make the best possible progress. Staff provide opportunities for children to work in small groups with their friends to support one another.
- Leaders and staff have high expectations for all children who attend. They consider children's backgrounds and experience to provide a broad curriculum, linked to their interests and developmental needs. However, on some occasions the intent for learning is not clearly identified by staff, which reduces the opportunities for children to focus on practising the skill they need to learn. The setting uses its early years pupil premium funding to support children's communication and language development.
- Staff promote all children's communication and language, including those who speak English as an additional language. Staff talk to children during their play and ask questions to help them think. However, on occasions they do not provide enough thinking time for children to express themselves. Staff read familiar stories using 'story sacks' and sing songs, which children enjoy. However, staff do not always consider the distractions going on around them, which reduces children's ability to focus.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to identify when children may be at risk of harm. They know the procedures to follow if they need to make a referral to keep children safe. Staff work in partnership with other professionals to contribute to the monitoring of children's welfare. They supervise children well during the daily routine and complete regular headcounts to ensure that everyone is accounted for throughout the day. Areas used by the children are suitable and safe. Staff put in place preventative measures to minimise risks to children.

## **What does the setting need to do to improve?**

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

- consider the environment to ensure that distractions are minimised and that there are more opportunities for children to express themselves when planning the curriculum for communication and language
- ensure all staff have a clear understanding of the intent for children's individual learning.

## Setting details

<b>Unique reference number</b>	EY436012
<b>Local authority</b>	Slough
<b>Inspection number</b>	10198372
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	134
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	All About Children Limited
<b>Registered person unique reference number</b>	RP908106
<b>Telephone number</b>	01753 532 718
<b>Date of previous inspection</b>	11 September 2017

## Information about this early years setting

The Cherry Trees Nursery registered in 2012. It is situated on the Slough Trading Estate in Berkshire. The nursery is open each weekday from 7.45am until 6.15pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years old. It is also in receipt of early years pupil premium funding. The nursery employs 30 members of staff. The manager is qualified to degree level and 18 other staff have relevant early years qualifications.

## Information about this inspection

### Inspectors

Maria Conroy  
Carla Roberts

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors spoke to the parents of the children attending to gain their views on the quality of the setting.
- The inspectors conducted a learning walk with the deputy manager to discuss how staff decide what children already know when they arrive and what they need to learn, and how staff are going to implement the curriculum.
- The inspectors spoke to children and staff at appropriate times throughout the inspection.
- Joint observations were carried out during the inspection to find out the deputy manager's view of staff's interactions with the children and to discuss professional development.

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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