

# Inspection of Cherrywood Community Childcare

Cherrywood Community Primary School, Aldwick Close, Farnborough GU14 8FH

---

Inspection date: 22 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children form trusting relationships with the staff and make good progress in their learning. They play well alongside their friends and seek support from staff when they are upset, for example when a stranger comes into the room.

Children engage well with the activities and resources that staff provide. Staff know the children well and make a range of activities and experiences available that provide all children with a good level of challenge. For example, making best use of the hot day and children's interest in water play, staff encourage young children to repeat words, such as 'bubbles, blow' and 'swirl'. Older children receive encouragement to share details about the vehicles they are moving through the water. They learn mathematical language, such as 'more' and 'less', and 'round wheels' and 'star bubbles', and about their own safety. For example, staff encourage children to solve the problem of how to keep themselves and their friends safe from slipping when they swish the bubbles out of the tray. They help staff put a towel down to mop up the water so they and/or their friends do not slip over.

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

- The management team work closely together. The committee chair and management meet regularly to monitor practice, policies and procedures. They work together to identify areas to improve, such as undertaking reviews of accident and incident logs to inform their risk assessment.
- Management and staff act promptly to seek additional support for children when they identify gaps in learning or emerging concerns. They work closely with other agencies to put measures in place to help children to make the best progress they possibly can.
- Partnerships with parents are strong. Parents state their children are eager to attend nursery. They are happy with the information they receive from staff and the progress their children make. Parents state they appreciate the range of activities that their children experience and the fun they have in their learning.
- The older children were not present on the day of the inspection. However, records and discussions demonstrate they are making good progress in their learning. Staff share how they extend children's knowledge and focus on helping them to gain the skills they need for their future learning, such as going to school.
- Children have daily opportunities to develop their physical skills. There are two play areas to enable children to practise climbing, to play in water and sand, to look for bugs and for staff to arrange activities to extend on children's learning. However, currently the large front play area is not being used as it is overgrown.

This limits opportunities for children to manoeuvre ride-on toys, run around or extend their exploration of the natural world.

- The nursery supports children from a diverse community who have varied cultural and family backgrounds. Staff provide children with opportunities to celebrate cultural festivals. However, there are less opportunities for children to find out about each other's backgrounds and share what makes each of them unique.
- Staff use children's interests to build on what they know. For example, children enjoy snuggling up to staff and listening to stories. Staff use this opportunity to build on children's vocabulary, their language skills and to get them to share what they know.
- Staff encourage children to develop their coordination skills. They construct with blocks, move puzzle pieces around till they fit into their correct places and use tools to make marks with.
- Children behave well and gain an understanding of how to manage their emotions. They learn to share and take turns. When minor upsets occur, such as when a favourite toy is taken by another child, staff encourage them to 'use their words' to share how they are now feeling to resolve this. Staff act as good role models to children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Management and staff are clear on their roles and responsibilities to safeguard children. They follow robust recruitment and induction processes to help ensure they get the best staff for the role. Ongoing supervision and suitability discussions take place. All those holding designated safeguarding lead roles have undertaken level 4 training and are secure in their knowledge of the process to follow if they have concerns about a child's welfare. Management encourage staff training, particularly around safeguarding matters, and work closely with them to keep their knowledge up to date. Management and staff all implement risk assessments and these are regularly reviewed to maintain a safe environment for the children.

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

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

- extend opportunities for children to explore and manoeuvre in outside spaces to build on their physical skills and their exploration of the natural world
- build on children awareness of each other's backgrounds and sharing what makes each of them unique.

## Setting details

<b>Unique reference number</b>	EY453848
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10198027
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	65
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Cherrywood Community Childcare
<b>Registered person unique reference number</b>	RP907220
<b>Telephone number</b>	01252514082
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

Cherrywood Community Childcare is located in Farnborough, Hampshire and registered in 2012. The provider receives funding to provide free early education for children aged two, three and four years. The nursery is open between 8am and 5pm, Monday to Friday, for 51 weeks of the year. It hopes to resume opening hours of 8am to 6pm from the new term. There are seven members of staff and, of these, five hold relevant childcare qualifications at level 3.

## Information about this inspection

### Inspector

Anne Nicholson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together around the whole nursery.
- The inspector discussed completing a joint observation of an activity with the manager.
- The inspector talked to staff, children and some parents to seek their views.
- The inspector sampled a range of documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021