

Inspection of Cherry Tree Nursery

5 Dixon Way, LINCOLN LN6 7XN

Inspection date:

8 July 2021

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children's health is not assured. Staff do not make sure that children have access to drinking water at all times. That said, children have daily opportunities to play outdoors and be physically active. Children are learning about the importance of wearing sun cream and hats. They know this is to protect their skin and keep them safe in the sun so they do not get burned.

Since the COVID-19 (coronavirus) pandemic, children, on the whole, happily enter the premises as their parents remain at the nursery door. Children quickly engage in activities and select toys of their choice. Children generally understand what is expected of them. They are familiar with routines, such as washing their hands independently before they eat their healthy food at snack time and lunchtime.

Children's play is sometimes interrupted, specifically in the morning as children arrive at the nursery. This is because pre-school children are moved into another room with other staff to allow the manager to answer the nursery door. Not all children benefit from planned activities, such as circle time. Furthermore, the most-able children are not consistently challenged to learn as much as they can. On the whole, staff do plan activities to entice children to have a go and explore. Children enjoy participating in hide and seek games and sand and water activities.

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

- The manager has been proactive in addressing weakness found in the nursery at the previous inspection. She has a clear picture of what she wants the children to learn. However, the quality of education and the welfare for children is not consistently promoted throughout the nursery.
- Children do not have access to drinking water at all times. However, staff do provide healthy snacks, such as fresh fruit and milk to drink. Staff monitor the contents of the children's lunch boxes provided by parents to ensure these are healthy and well balanced.
- Children's learning, at times, is disrupted, such as when children are dropped off in the morning. Although there are enough staff to meet ratio requirements, due to staff shortages there are not enough staff to welcome children arriving into the nursery. Children in the pre-school room have to stop their play so that the nursery door can be answered.
- Children's language development is supported well. Babies are encouraged to learn new words, such as 'pop', as they play with bubbles. Staff speak clearly and slowly and repeat the words. Older children are articulate and confidently engage in conversations with staff and one another. Some children use words such as 'abominable' and 'horrific' when they respond to adults asking them about what big and significant words they know.

- Staff know where children are in their learning. They know what they want the children to learn next and they build on their experiences from home. However, some of the most-able children are not consistently supported to learn as much as they can. For instance, during a water activity, children excitedly make their own cocktails of water, mint, lime and lemon. They talk about how much the drinks will cost. Staff do not act quickly to build on the children's interest in order to expand on their knowledge. As a result, children move away from the activity.
- Staff do not oversee some group and circle times well enough to support all children's learning and behaviour. Younger children disrupt a story activity as they roll around on the floor and wave papers. This also means that the most-able children miss out on some precise learning in readiness for school and, in particular, their literacy skills.
- Children behave well overall. They are polite and courteous. For example, they request to leave the table and say 'please' and 'thank you'.
- Children have warm and secure attachments with staff. They enjoy the company of adults. Younger children happily receive cuddles and share time looking at books with their key person.
- Staff make sure parents are kept up to date about their child's day through daily discussions at drop-off and collection times. Parents spoken to on the day of the inspection praised the nursery for their flexibility during the COVID-19 pandemic and help in supporting their child's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are secure in their knowledge and understanding of how to keep children safe. They know what procedures they must follow should they have a concern about a child in their care. Staff update their knowledge through regular training, and this includes wider safeguarding practice, such as children being drawn into extreme views. Children are closely supervised by staff. Staff are vigilant in making sure children play in a safe and secure environment. The provider makes sure the staff are suitable to work with children through effective vetting procedures.

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
ensure fresh drinking water is available and accessible to all children at all times	13/07/2021

support staff to help them to improve the quality of their interactions with children in order to build, challenge and extend children's learning more effectively as they play	27/07/2021
review and improve staff arrangements to ensure children's learning is not disrupted, with particular regard to when children arrive in the morning.	13/07/2021

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

- improve the organisation of group and circle time to support the most-able children in preparation for school, with particular regard to their literacy skills
- review and improve the way staff help the younger children to engage and behave in group activities so they learn as much as they can.

Setting details

Unique reference number	EY473227
Local authority	Lincolnshire
Inspection number	10144263
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 at time of inspection	1 to 4
Total number of places	42
Number of children on roll	16
Name of registered person	Jennett, Roger
Registered person unique reference number	RP909720
Telephone number	07711170171 or 01522 530456
Date of previous inspection	6 January 2020

Information about this early years setting

Cherry Tree Nursery registered in 2014 and is situated in Lincoln. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds early years professional status. The nursery opens Monday to Friday from 8.30am until 6pm, closing for one week at Christmas and all bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.

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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