

Inspection of Cherry Tree Day Nursery (The)

1 Cherry Garth, Hilton, Derby, Derbyshire DE65 5FT

Inspection date: 9 December 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate secure attachments with staff as they confidently move around the setting, choosing how they play. They eagerly explore the wide range of exciting opportunities, which help them make good progress in their learning. Children demonstrate good imaginative skills. For instance, three- and four-year-old children excitedly create a pretend campfire. They concentrate and take turns to mix different vegetables together to make a pretend soup. Staff stretch children's understanding of the name of the vegetables and ask how the children will tell the soup is ready. Children say it will be 'hot' and 'smell nice'. They enthusiastically call out 'dinner time' while ringing the dinner bell. Children's social skills are developing very well as they decide together who should serve up the pretend soup and who should get the plates ready.

Children have many opportunities to develop their early mathematical skills. Older babies play with small wooden trains and are encouraged to count the carriages with staff. Toddlers follow a pattern to make a chain of elephants, where staff support children to recognise 'bigger than' and 'smaller than'. Pre-school children correctly identify the numbers on a spinner, and then carefully match this to the number of fruits on a card. Children are supported by staff who encourage them to share their answers and acknowledge them for trying. This supports children's confidence and self-esteem.

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

- Staff plan interesting activities for children to develop their physical skills. For example, all children access the outdoor space where babies laugh as they splash in puddles, and pre-school children balance on large play equipment. These activities help children to develop confidence and coordination skills. Indoors, older babies show determination as they persevere in pulling on their socks. Pre-school children carefully use knives to chop vegetables. This leads to new learning, as staff talk to them about how vegetables make their bodies healthy.
- Staff interact with children to extend their learning and develop conversational points. For example, when children make pretend tea and hot chocolate, staff encourage them to talk about what they find as they open tea bags and mix it with orange juice, water or milk. Children are confident communicators and engage well in conversations.
- Staff relationships with children are strong and supportive. They model how to share and be kind. For example, staff encourage children to think about how they could extend their games to include others. Staff expectations are high, resulting in children behaving extremely well. They are positive in their learning and highly motivated to join in activities with others.

- Children are supported to be independent, and staff help them develop key skills, such as going to the toilet by themselves, washing their hands and pouring their own drinks. However, on occasion, staff can be overly helpful. They do not always allow children time to put on their own coats or fully serve themselves at dinner time.
- Children enjoy learning how to be careful as they use real china cups and saucers in their play. Staff explain how to wash the dishes carefully. Children show they remember what to do and tell staff they must be gentle as the china is 'delicate' and 'fragile'. Children confidently state they must make the cups 'sparkle and shine' and then demonstrate this to staff.
- Parents comment positively about their children's experiences at the setting. They are happy that their children have opportunities they do not get at home, such as access to the outdoors and messy play. Parents report that their children are more confident since attending the setting and are developing skills, such as independent toileting and making friends.
- Staff do not organise themselves well enough during story time. Children's concentration is interrupted, due to staff tidying up the room around them and managing children arriving at the setting. This means children are not able to fully focus throughout the activity and can miss out on opportunities to contribute. However, children are eager to return to the story and engage again quickly.
- The management team is reflective and evaluates the effectiveness of the setting. Managers provide a curriculum which considers children's individual needs. Children can access varied and interesting activities, which build on what they already know and can do. Staff let children take the lead in their learning, and they plan activities that help children achieve their next steps.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children from harm. Staff have a good knowledge of the signs and indicators of abuse and they know how to report any safeguarding concerns. They know what to do if they have concerns about the conduct of a colleague. Leaders and managers undertake the necessary checks to ensure that staff are suitable to work with children. The management team carry out risk assessments to ensure that risks to children are minimised. For example, staff ensure all outdoor play areas are checked and safe before children access them.

What does the setting need to do to improve?

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

- support staff to embed children's growing independence skills within routine

activities

- review and improve the nursery routines at story time, so children's learning is not disrupted.

Setting details

Unique reference number	206233
Local authority	Derbyshire
Inspection number	10062445
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 6
Total number of places	24
Number of children on roll	47
Name of registered person	Irons, Veronica
Registered person unique reference number	RP511411
Telephone number	01283 732297
Date of previous inspection	8 September 2015

Information about this early years setting

Cherry Tree Day Nursery (The) in Hilton, Derbyshire registered in 1996. The nursery opens from Monday to Friday, all year round except for a week between Christmas and New Year, and bank holidays. The nursery receives funding for free early education for two- and three-year-old children. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with both nursery managers. She reviewed relevant documentation and evidence of suitability of staff working in the setting.
- Feedback from parents was gathered through discussions. The inspector took account of their views.

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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