

# Inspection of Cherry Tree Nursery & Preschool

2 Grafton Road, Worcester Park, Surrey KT4 7QP

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Inspection date: 9 March 2022

<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	Not applicable

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

### **The provision is good**

Children show that they feel settled and secure with the attentive staff. They create a child-centred environment where children enjoy selecting from a wide range of engaging resources. Staff plan activities based on children's needs, such as supporting children's emotional development. For instance, children confidently use pens and paper to draw pictures of their faces to show how they are feeling. They join in with discussions about different emotions, such as being happy, sad or angry, and how to manage these. As a result, children learn to express their feelings and begin to understand how to behave towards others.

Children show a positive attitude to their learning. They are curious and happily join in with adult-led activities. For example, they listen attentively to stories and demonstrate actions related to nursery rhymes and songs. Children use their imaginations well when they play with toy dinosaurs.

Children have fun using their physical skills outdoors. They enjoy pushing wheeled toys and show that they are confident climbers as they use climbing apparatus. Children eagerly show visitors their 'bug hotel' and explain how they helped to make it by collecting lots of sticks and twigs. They talk about the creatures that may be living in their hotel and what they might like to eat.

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

- Staff get to know children well. They gather information from parents to help tailor settling-in sessions to support children's individual needs and interests. As soon as children start, staff monitor children's speech and their understanding. Staff share this information with parents. This helps all children, including those who speak English as an additional language, become more confident in expressing themselves.
- Overall, staff support children's emerging communication skills well. They introduce new vocabulary as children play. Younger children repeat new words that they hear, such as the names of animals during story sessions. All children eagerly join in with craft activities. Staff successfully engage children in discussions and ask them questions to support their learning. However, on occasion, staff's questions do not provide enough challenge for the most-able children to help broaden their knowledge and understanding.
- Staff routinely discuss and share information about children's individual needs. They found that, as a result of the COVID-19 pandemic, some children need extra help to develop their social skills. Staff model play to help children learn how to behave with others. This has a positive impact on children's social and emotional development, such as sharing and taking turns.
- Children are well behaved. They form strong attachments to their key person.

Staff are knowledgeable and ensure that children are well cared for. When younger children are occasionally unsettled, staff respond sensitively with care and warmth to reassure them.

- The nursery provides nutritious meals and snacks for children. Children are encouraged to be independent and develop skills for the future, such as correctly using cutlery during the sociable mealtimes.
- The manager and deputy are experienced practitioners. They work well with the staff and the provider to continually evaluate the service provided to children and their families. They recognise that children do not always have access to a full range of outdoor opportunities to meet the needs of those who learn best outside.
- Staff are committed to providing an inclusive environment where all children and their families are welcome. Children are helped to understand what makes them unique and how to treat others with respect.
- Managers place a high priority on staff well-being. Staff are happy and feel well supported in their roles. Some staff are completing higher level qualifications to enhance their knowledge and skills. They have regular staff meetings and opportunities to share their views and opinions.
- Due to the COVID-19 pandemic, staff have reduced the time parents are in the setting. Children are now met at the door by their key person. Staff report that this arrangement has helped the children to settle more easily. Parents say that they are happy with the information they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities in safeguarding children. They know the signs and symptoms that may be a cause for concern. This includes wider aspects of safeguarding, such as protecting children from the impact of substance abuse. They have access to useful information to help them to recognise and manage concerns about children's welfare. Staff complete risk assessments and checks to help minimise dangers to children. Managers follow secure recruitment and induction procedures and individual suitability assessments are completed. Staff closely supervise children and teach them how to keep themselves safe, such as when using the climbing apparatus.

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

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

- build on staff's questioning techniques to enable children to have more time to think, respond and demonstrate what they know and understand
- enhance the outdoor facilities for children and broaden the range of learning opportunities, particularly for those who learn best outside.

## Setting details

<b>Unique reference number</b>	2529739
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10208423
<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>	2 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Cherry Tree Nursery and Preschool Limited
<b>Registered person unique reference number</b>	2529738
<b>Telephone number</b>	
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cherry Tree Nursery & Preschool registered in 2019. It is located in the London Borough of Surrey. It is open all year round, except during the Christmas holidays, from 7.30am to 6pm, Monday to Friday. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Maura Pigram

## 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 manager and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager led the inspector on a learning walk and they discussed how staff support children's learning.
- The inspector held a meeting with the managers to discuss the organisation of the setting. She spoke to staff and children throughout the inspection.
- The manager and the inspector completed a joint observation and discussed the learning achieved by children.
- The inspector read through written feedback left by parents and 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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