

Inspection of Cherry Tree Bi-Lingual Day Nursery and Pre-School/School Club

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire HP3 9UH

Inspection date: 6 June 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Despite improvements being made to practice over the course of the registration, the provider is unable to sustain a good standard of provision. Weaknesses in the statutory requirements means children's needs are not met. Staff try their best to comfort distressed children. However, they do not know them well enough to offer reassurance and support. As a result, children and babies cry for prolonged periods. Furthermore, at lunchtime, babies wait a long time in their chairs for their lunch, with nothing to do.

Children do not make good progress in their learning. Younger children spend a lot of their day moving between the rooms and the garden. Staff's attention becomes continually focused on ensuring that they know where the children are during these transitions. This means that interactions to support their learning are minimal. For example, when staff begin to play an animal game with children, they interrupt the game to swap children to go into the garden. Therefore, children do not have time to learn and embed the new animal names. Overall, activities are not well prepared and do not capture the attention of the children. Some adult-led activities are not well supported by all staff. For instance, when playing 'What's the time Mr Wolf?' in the garden, some children ride bikes through the area, disturbing the game. Babies spend time exploring electronic resources. However, staff repeat few words to support communication development.

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

- The provider fails to deploy staff effectively to meet children's needs. They do not consider the necessary skills and experience of the staff required to support the children in their care. For example, for large parts of the day, poorly skilled staff work by themselves. Additionally, when staff are unsure of the routines, they focus on tasks and leave children to wander and become involved in more boisterous play. This results in some unsafe play. For example, children climb on chairs to look in the fish tank and wander outside eating bowls of raisins.
- The key-person system is ineffective. On the day of inspection, several staff were absent and therefore, unable to support their allocated key children. The provider failed to consider how the staff present would be best placed to support the children. For example, even though parents complete forms so staff know about their children's individual needs, this information is not passed on to the staff who need it. This means that staff do not know essential information to support children to settle and to adhere to their individual needs.
- The quality of teaching is variable. Some staff have a poor understanding of child development. For example, when babies tussle over a toy, staff simply say the word 'share', which the babies do not understand. Furthermore, during busy group times, staff do not support children to listen and pay attention. This

means children's learning is continually disrupted.

- The deputy manager understands how children learn. However, staff do not implement the intended curriculum well. For example, younger and older children do not always have the opportunity to practise their independence skills. Staff do not provide children with the opportunities to wipe their own nose.
- Performance management plans for staff are ineffective. After staff begin work, the provider does not monitor their knowledge and practice to establish a sufficient standard. The provider and deputy manager encourage staff to complete training. However, this fails to have a positive impact on practice.
- Older children learn about some mathematical ideas. They learn to count accurately and measure liquids with jugs. More skilled members of staff encourage children to compare sizes of small, medium and large with corresponding items.
- Parents are satisfied with the service provided. They say they receive enough communication about their child's day. They appreciate the efficiency of the online journal that gives them information about their child's learning and time at nursery.
- The deputy manager works hard to try to help children with special educational needs and/or disabilities receive the support from the services they need. Additional funding is spent on resources for children to help their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The safety of children is compromised. Staff have a weak understanding of what action to take if an allegation is made against, for example, another member of staff. Furthermore, some staff do not know the signs to be alert to when a child may be exposed to extremist behaviours. On the day of inspection, the provider used her personal mobile phone in the nursery. This contradicts the mobile phone policy. The designated safeguarding officer understands their role to refer concerns should staff raise them. Staff ask parents about incoming injuries and record this accurately.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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train all staff to understand the safeguarding policy including what to do if they are concerned about other members of staff and 'Prevent' duty	22/06/2022
ensure mobile phones are used in line with the nursery mobile phone policy	22/06/2022
ensure staffing arrangements and deployment of staff meet the needs of all children and assures their safety	22/06/2022
ensure information gathered about children on entry is used effectively to tailor care and learning to their individual needs	22/06/2022
ensure the performance management programme helps staff to improve the quality of their interactions with the children.	22/06/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement a challenging and enjoyable learning experience, including promoting babies and children's personal, social and emotional development and their communication skills.	26/08/2022

Setting details

Unique reference number	EY405834
Local authority	Hertfordshire
Inspection number	10244188
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	0 to 4
Total number of places	33
Number of children on roll	60
Name of registered person	Pastor Albeiro Ocampo Montoya and Dalia Ros Partnership
Registered person unique reference number	RP903499
Telephone number	01442 247237
Date of previous inspection	30 April 2019

Information about this early years setting

Cherry Tree Bi-Lingual Day Nursery and Pre-School/School Club registered in 2010 and is located in Hemel Hempstead. The nursery employs 12 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and six hold qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation of a spontaneous activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children talked with the inspector during the inspection.

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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