

# Inspection of Cherry Blossom Day Nursery

The Moot Hall, Market Square, Daventry NN11 4BH

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children thrive in this dynamic and inspiring setting. They form very close relationships with staff. The staff in the baby room have had specialist training about children's brain development and their attachments. This benefits the babies because staff understand the importance of creating a homely, familiar environment for them to flourish. Children embark on activities that expand their imaginations. In a room full of cardboard boxes, children create a 'pirate ship'. Highly supportive staff read books about pirates that give the children the inspiration they need. Children's curiosity is ignited in immersive play. They describe their experiences as 'super-duper awesome'. Children are exceptionally confident learners. For example, they play in the pretend hairdresser's salon based on the visits they have had to a hairdresser in the locality. They build on their language by talking to their 'customer' as they brush and style their hair. Staff carefully observe children's play and find out about what to provide next, which leads to a well-sequenced curriculum.

Children are empowered through simple activities. They help to write their own accident forms when they hurt themselves. This enables them to reflect on what has happened to them, building on their speech and language skills. Very young children wash their own hands and choose their own cutlery. They scoop out their lunch with spoons and carefully place it on their plates. Older children use real dinner plates, which are provided to enhance the homely feel of the nursery. Supportive staff sit and eat with the children, talking about the benefits of healthy diets while chatting with children as they eat. Children have firm friendships. They seek out and help their friends as they play together in the homely, familiar garden. They investigate herbs with magnifying glasses and identify bugs using a reference book, all of which contributes to their awareness of the world around them.

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

- The management team is devoted to continuously improving the lives of the children and staff in the nursery. Their excellent shared knowledge, and the high-quality staff team they have developed, ensures that gaps in children's learning are swiftly identified and addressed. The team makes make sure that additional funding is used effectively to promote children's all-round development.
- Staff are highly motivated and enthusiastic. They submerge themselves in children's play. Staff build on what children already know and the experiences they have had. They then create exceptional opportunities for children to progress well. As a result, all children make rapid progress during their time at the nursery.

- Staff constantly promote children's independence. They encourage babies to wipe their noses in front of a mirror to get rid of the germs. Older children are encouraged to put on their own sun cream and hat, supported by the caring staff. Children help each other to walk independently on a beam outside. They encourage each other and hold their friends' hands if they are unsteady on their feet.
- Staff enable children to experience and manage risk to support their physical development. Children kick and catch balls outside. Babies use climbing equipment to develop their muscles. Staff constantly use encouraging words such as 'I like your patience'. This enables children to build confidence in developing their physical skills and their emotional security.
- The management team provides children with a breadth of opportunities to develop their small-motor skills. Babies are helped when using both hands to squeeze out paint from bottles. They plunge their hands into the paint and make enthusiastic marks on the table. Staff join in, making patterns in the paint and encouraging babies to do the same. 'High fives' with paint-covered hands between staff and children build their enjoyment as they have a go. This builds on children's existing skills and encourages early forms of mark making.
- Staff support babies' early language skills by introducing new words during play opportunities. Older children are given opportunities to voice their opinions. Staff listen intently as children talk to them about their lives, building conversations through rich vocabulary and developing language. Children are extremely confident to speak to visitors to the nursery. They are keen to introduce themselves and ask questions. Children tell visitors what they like to do at nursery and show them their favourite activities with delight.
- Children display exceptional levels of behaviour. They develop very high levels of self-control. For example, children struggle to attach a flag to the pirate ship they had made. With the help of encouraging staff, they persevere until they accomplish the task. This builds children's resilience through play.
- Parents describe the exceptional care children receive and the rapid progress they are making at the nursery. They describe how the staff support their children so that they develop in 'leaps and bounds'. Parents describe how superbly the staff support children with special educational needs and/or disabilities (SEND). They talk about how the nursery is going above and beyond to ensure that additional help is sourced when needed to support their children's development.
- Staff ensure that children's individual routines are catered for during the nursery day. When children tire, they are able to sleep in cosy cots and beds while vigilant staff keep them under constant supervision. Children enjoy stories while cuddled by staff, or they listen to soothing music to help them sleep.

## Safeguarding

The arrangements for safeguarding are effective.

The management team carries out thorough checks during recruitment to ensure staff are suitable to work with children. Through excellent training opportunities,

staff confidently understand how to keep children safe. The management team ensures that knowledge is regularly refreshed. Staff can identify signs and symptoms of abuse. They understand the procedures for reporting abuse to the designated safeguarding lead and know how to escalate concerns to the relevant agencies should they need to. Staff help children to learn about risk. For example, staff talk to children about the importance of wearing sun cream and a hat in hot weather to protect their skin.

## Setting details

<b>Unique reference number</b>	2572150
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10239303
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	95
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Avenue Nannies Limited
<b>Registered person unique reference number</b>	RP910487
<b>Telephone number</b>	07813029555
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cherry Blossom Day Nursery registered in 2020. The nursery employs 15 members of childcare staff, 12 of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke with the provider about the leadership and management of the setting.
- 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 inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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