

Inspection of Cherrytree Nursery School - Newtown

Wainwright Place, Ashford, Kent TN24 0PF

Inspection date: 12 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children gradually develop their confidence. They receive subtle and nurturing support to settle into a new environment. Those that have not had experiences of large social groups are reassured and comforted until their confidence grows. Children are inquisitive, chatty and they ask questions. They want to know who people are, what they are doing and why.

Children behave well. Staff introduce good manners, with expectations for 'please' and 'thank you' from the children. Children are confident to ask for help and express their likes and dislikes. Children are eager to learn and absorb information given to them. They are curious and intrigued by new experiences, enthusiastic to learn more.

Children are making good progress with their physical development. They learn to climb stairs and steps carefully and safely, giving them the increasing skills to confidently manage this themselves. Staff give careful and sensitive guidance for young children to learn to complete this task safely. Children confidently explore space and movement using bicycles and ride-on toys with varying levels of skills and complexity of movement. Older children continually test their dexterity using small equipment with precise movements. This helps to develop the muscles to help them write in the future.

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

- Young children develop close bonds and attachments to familiar staff who show caring and compassionate relationships with children and their families. Staff develop an ongoing awareness of how young children learn and how to adapt their play according to their needs. For example, staff observe young children who are settling in and allow them time to watch others play. Staff position themselves sensitively to reassure and encourage children to join in.
- Children increase their independence skills throughout the setting. They learn to make decisions for themselves by listening to clear instructions from the staff. They follow a familiar routine throughout the day to support their self-help skills, such as toileting, washing hands and putting on coats for outdoor play. Children graduate to the next room during their stay in the setting. Staff transfer information to children's new key person. However, this information is not consistently used effectively to promote the already successful strategies used to manage children's emotional well-being.
- Staff provide a clear balance of child-initiated and adult-led experiences, with purposeful intentions for children's learning. However, sometimes, staff do not recognise the need to change the routine when group activities are no longer effective for children's learning. Sometimes, during group activities, children's

interest is lost and they are distracted by others.

- Children's communication and language development is promoted extremely well. Children confidently express themselves through gestures, signing, spoken word, expressions and visual aids. Older children develop a complex use of vocabulary. They are confident to express their opinions and views about their play. Staff model communication skills extremely well, backing up their speech with signing to highly emphasise their meaning and conversations.
- Children with special educational needs and/or disabilities receive high levels of time and care to meet their ongoing needs. The staff team is well trained, highly qualified and knowledgeable. It works tirelessly with other professionals to support the ongoing needs of children and their families.
- All staff are eager and enthusiastic to develop their professional knowledge and skills. They attend ongoing training and gain information from different sources to adapt practices for individual children's needs. For example, staff have developed their knowledge to support children with medical conditions to promote an inclusive provision for all children within their local community.
- Parents make positive comments about the partnership with the setting. They recognise how supportive staff are in helping families and their children in all aspects of their care needs. Parents are aware of their children's next steps in their development and are well informed of how to support their all-round development. Managers take on board parents' comments and swiftly make changes where necessary to meet the needs of children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very robust knowledge and understanding of their responsibility to keep children safe from harm. They know the signs and symptoms of child abuse and act upon any concerns quickly and responsibly. They frequently update their knowledge regarding procedures to follow and have access to information all around the setting. Children play in a safe and secure environment. Staff take their responsibility seriously of assessing children's understanding of safety. They promote this well through everyday tasks such as walking up and down stairs and tucking their chairs under tables to prevent tripping hazards.

What does the setting need to do to improve?

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

- enhance the use of transitional information to provide a more consistent approach as children move to their next place of learning in the nursery
- strengthen staff understanding of how to adapt learning opportunities, such as group time, to help meet the needs of the age and stage of children participating.

Setting details

Unique reference number	EY286207
Local authority	Kent
Inspection number	10228361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	108
Number of children on roll	98
Name of registered person	Cherrytree Nursery School Limited
Registered person unique reference number	RP902376
Telephone number	01233 639367
Date of previous inspection	17 November 2016

Information about this early years setting

Cherrytree Nursery School - Newtown is a privately owned nursery. It opened in 1989 and operates from an old school building in the Newtown area of Ashford. The nursery school is open each weekday, from 8.45am to 3pm, for 39 weeks of the year, during term time. It is open in the school holidays for up to five days a week. Staff support a large number of children who have special educational needs and/or disabilities. There are 22 members of staff, 15 of whom hold appropriate early years qualifications. The nursery makes use of Montessori resources and teaching methods and receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Parnell

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy manager and the inspector carried out a joint observation during group time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The management team 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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