

Inspection of Cherry Tree Nursery

Hollingdean Sure Start Centre, Brentwood Road, BRIGHTON BN1 7DY

Inspection date:

22 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel valued and included at this welcoming nursery. The warm and caring staff team create a strong sense of community and celebrate each child's unique background and experiences. Children come in eagerly and quickly join in activities. There is a calm and happy atmosphere that helps children feel safe and secure.

Children quickly grow in confidence and become more independent. They learn useful skills that help prepare them for their future learning. They find their own boots when they want to play outside and help themselves to tissues to blow their nose. At lunchtime, older children serve themselves and scrape their plates when they have finished. Children understand staff's clear expectations for their behaviour and are familiar with the daily routines. For example, they go to wash their hands when they arrive without any prompting.

Children with special educational needs and/or disabilities (SEND) benefit from carefully thought-out plans and strategies to help close any gaps in their learning. Staff act quickly to seek additional funding, where needed, and work closely with other professionals. They know each child well. Children with SEND enjoy well-planned, small-group or individual time with staff, which helps support their language and social skills.

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

- The management team has successfully raised the quality of the provision since the last inspection. Staff working with babies are now a strong team. They share tasks and responsibilities efficiently, so that all babies receive consistent support with both their learning and care needs. Staff have developed their skills in extending children's mathematical understanding. Children use mathematics confidently. They count as they share out fruit and compare size and shape as they cut up broccoli and carrots in the home corner.
- There are good relationships throughout the nursery. Children cooperate as they take turns to roll balls along guttering and try to catch them as they come out the other end. They persevere with difficult tasks, patiently working out how to fit the train track together. When children find it difficult to manage their emotions, staff support them with kindness and sensitivity. Children quickly learn how to use the sand timer to wait for their turn.
- Staff offer a broad and interesting curriculum that supports children's communication and language skills particularly well. They listen carefully to children and give them time to express their thoughts and ideas. Babies enjoy songs, eagerly holding their 'bun' from the baker's shop. They learn new words as they join in with the familiar phrases. Older children are keen to share their views at group time. They listen intently to stories and are excited to sing the

words to a favourite song.

- Staff plan small-group activities well to support children's individual needs. For example, when staff identify that some children need help to sit still and listen, they plan an engaging session, where children listen closely to the different sounds musical instruments make. At times, however, staff do not fully consider how to use more general activities to build on what children can already do and help them gain new skills and knowledge. For example, children are proud of the pictures they create using coloured pasta and glue, but staff are not always sure what this adds to children's existing learning. Therefore, on occasion, staff do not make full use of opportunities to extend children's learning and help them make the best possible progress.
- Staff offer children many opportunities to share their lives and experiences and broaden their understanding of the world. They learn simple words that children use in their home languages, so they can respond to their questions and requests. Children find out about how they are similar to their friends and the ways that they are different. For example, they look at books written in different languages and learn about how other children celebrate at home.
- Parents speak highly of the nursery and value staff's friendly approach. Staff communicate with parents well on a day-to-day basis and share useful information about children's learning and care. They make good use of additional funding to help develop their partnership with parents. For instance, they have introduced a book loan project for some families. However, not all parents benefit from the same consistent support to help them continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong focus on keeping children safe at the nursery. Staff and managers have a robust knowledge of how to recognise and report a broad range of safeguarding issues. Managers take prompt action to escalate any concerns about a child's welfare. Staff make daily checks of the environment to ensure it is safe for children to play in. They complete thorough risk assessments to review practice following any incidents. There are rigorous recruitment processes in place to ensure that all staff are suitable for their role.

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 focus even more precisely on the skills and knowledge they want children to gain from activities, and how best to build on children's prior learning
- build further on parent partnerships to provide more consistent support for all parents to continue children's learning at home.

Setting details

Unique reference number	EY284309
Local authority	Brighton and Hove
Inspection number	10217192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	51
Name of registered person	Brighton & Hove City Council
Registered person unique reference number	RP526925
Telephone number	01273 296052
Date of previous inspection	23 November 2021

Information about this early years setting

Cherry Tree Nursery registered in 2004. It operates in Hollingdean Children's Centre in Brighton, East Sussex. The nursery opens every weekday from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 19 staff, 12 of whom hold appropriate early years qualifications. There are four staff who hold early years professional or early years teacher status.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy managers and the manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 manager and the inspector carried out a joint observation in the baby room.
- 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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