

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

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire HP3 9UH

Inspection date:

1 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff knowledge of the planned curriculum, including their interactions with the children, is variable across the nursery. They sometimes overlook opportunities to build on children's interests and extend their existing knowledge as they play. Furthermore, on occasions, staff are preoccupied with routines, such as serving the children's snack, and do not always notice that some children are not occupied in purposeful play. Older children enjoy playing outside in the fresh air. However, outdoor play often takes place during designated times of the day. This restricts learning opportunities for children who prefer to learn outside. Furthermore, when older children are outside, they are not given sufficient opportunities to initiate their own play. For example, children ask to play with the bicycles but are told they must take part in the planned obstacle course activity.

Babies enjoy exploring the sensory plastic bottles, which are filled with different items, such as colourful feathers. Staff demonstrate how to bang the bottles together. Babies copy and smile when they hear the sound this makes. They demonstrate that they are developing hand-to-eye coordination as they learn to place wooden rings onto a wooden stick. Children show that they feel emotionally secure in staff's care. Younger children demonstrate their enjoyment as they decorate a felt Christmas tree. Children use their imagination in their role play. They use their knowledge of familiar stories and recreate these in their play. For example, they pretend to be a wolf trying to blow down a house.

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

- Since the last inspection, the owner and staff have received support and worked cooperatively with the local authority to develop their knowledge and skills. For example, staff working with the babies have completed training relevant to their work. This has resulted in staff implementing a wider range of activities to support babies' early language development. Additionally, staff have renewed their child protection training and the mobile telephone policy is now adhered to. This supports the children to remain safe. However, these initial improvements need to be sustained and further progress made to ensure children receive a consistently good standard of care and education. Staff state that they feel supported by the manager.
- Adaptations to the curriculum and its implementation have been made. However, these changes have not yet been fully embedded in practice. Interactions between the staff and the children are not always inspiring, and teaching is not always pitched at what the children need to learn next. The key-person system is not always effective. Occasionally, staff working with the youngest children are unable to confidently identify their key children. Additionally, some staff have a significant number of key children and are unable

to tailor the learning to meet their individual needs.

- Overall, children behave appropriately. Staff support children to manage their behaviours and are consistent in their approach. For example, they talk to children about why they should not run indoors and the consequences of their actions on others. However, weaknesses in the staff interactions means that some children become disengaged in their learning and less tolerant of others.
- All children receive encouragement to develop their independence and develop a sense of responsibility. For example, babies learn to use a spoon to feed themselves. Older children independently chop fruit for their snack and are able to put on their outdoor clothing before going outside to play. Additionally, staff encourage children to develop appropriate personal hygiene skills. Older children independently wash their hands before meals and are encouraged to use a tissue to wipe their nose.
- Babies hear new vocabulary as they play with pasta, such as 'pour' and 'scoop'. They learn new rhymes as they play with the finger puppets, demonstrating enjoyment as they rock their bodies. Older children talk with enthusiasm about the bug hunt and insects they find. Children show excitement and curiosity in the 'shiny gloop' on the tree, which staff tell them is 'sap'. However, not all staff use these opportunities to ensure children know and understand the meaning and context of the words they use.
- Appropriate support is in place to help the development of children with special educational needs and/or disabilities, and children in receipt of the early years premium. For example, management has purchased new resources, such as puppets and a doll's house, to support their interest in pretend play. This helps boost their confidence and emotional well-being.
- Staff gather and adhere to information from parents. For example, information regarding children with special dietary requirements, preferences and food allergies. Children enjoy a variety of healthy meals and snacks and have regular access to water. They sit around the table together and are supported to learn appropriate table manners. Parents comment positively about the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff recognise the signs and symptoms of possible abuse and neglect, including radicalisation. This supports them to keep children safe from harm. Staff know how to contact the relevant authorities should anyone make an allegation against a member of staff or the provider. Appropriate recruitment and induction procedures are in place. This helps to ensure that only adults suitable to work with children are employed at the nursery. Daily risk assessments are completed, and the premises are secure. Additionally, children are encouraged to take responsibility for their own personal safety. For example, children identify that the toys left on the floor are a slip hazard, and they independently put them away.

What does the setting need to do to improve?

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

	Due date
improve and embed the implementation of the curriculum, including staff's interactions with the children, to ensure all children receive consistently meaningful and challenging learning experiences that build on what they already know and can do	28/02/2023
ensure professional development opportunities focus more precisely on building staff's knowledge, in order to continually raise the quality of teaching	28/02/2023
improve the key-person system so that all children's care and learning is tailored to their individual needs.	31/01/2023

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

- review the organisation of routines to better support children's individual needs and learning outcomes
- extend staff knowledge on supporting and extending older children's language development.

Setting details

Unique reference number	EY405834
Local authority	Hertfordshire
Inspection number	10245984
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	59
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	6 June 2022

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, eight members of staff hold appropriate early years qualifications at level 2 and 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

Inspectors

Ann Austen
Lisa Topham

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspectors observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this had on the children's progress and achievements.
- The manager, deputy, staff and children engaged in discussions with the inspectors at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspectors. This included evidence of staff suitability and training.
- The inspectors took account of the views of parents by speaking to them.

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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