

Inspection of Cherry Tree Day Nursery

Colby Lodge Farm, Warren Drive, Leicester, Leicestershire LE4 9WU

Inspection date: 9 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter this warm and welcoming nursery with a smile. They happily explore their surroundings and quickly choose their favourite toys. Children play imaginatively in the role-play kitchen. They make cakes, stirring the 'mixture' in a bowl and then placing it into the pretend oven, exclaiming, 'it's done!' They dress dolls and carefully place them into pushchairs, pushing them across the room. Children develop their communication skills as they join together to enthusiastically sing songs that are familiar to them. Children develop their core strength as they participate in yoga. They stretch their bodies and balance on one leg, putting their hands out to the side to steady themselves.

Younger children explore sensory play as they delve into shaving foam. They use their small-muscle skills to use a variety of small tools and toy vehicles, rolling them across the tray. Children develop their large-muscle skills as they climb and balance before propelling themselves down the slide. They push wheeled toys along and explore hoops as they roll and throw them across the garden. Younger children begin to build vocabulary as they listen to familiar music. They copy actions and smile as they clap to the music, joining in with the singing.

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

- Staff sequence the curriculum for all children effectively. They understand what children know and can do and then provide activities to help them build a range of skills. For example, younger children with developing language are given support to build a wider vocabulary. Children explore the frosty fencing outdoors. They touch the frost and are supported to learn new words, such as 'icy' and 'cold', as they explore.
- Partnerships with parents are robust. Parents feel that the communication between themselves and the nursery about what their children are learning is good. They comment that they feel the staff nurture their children, and the nursery is fun and homely.
- Children are given a wide range of interesting and stimulating activities, both inside and outside. However, staff do not always support children's emerging choices, for example, children are chosen in groups by staff to play outdoors instead of choosing for themselves. Occasionally, older children's behaviour is adversely affected by not being given enough choice during daily activities.
- Staff support children's curiosity as they discover ice in the garden. They help children to examine the ice and discuss why some toys outdoors have frozen. However, quieter children can sometimes get overlooked and are not always included in activities. This prevents quieter children from sharing their views and answering questions.
- Children with additional needs have positive learning outcomes. There are

systems in place to ensure swift support, helping the children to succeed and thrive. Key persons get to know the children and their families well. This helps to ensure children make the best possible progress.

- Staff weave supporting healthy lifestyles into play. For example, during imaginative play where children pretend to make chocolate cake, staff say, 'I've eaten too much cake. I think I'd like some fruit now.' Staff encourage children to drink water after exercise and explain why this is important to keep children's bodies healthy.
- Children's behaviour is good. They sit together and are kind and respectful to their friends as they take turns listening to what each other has to say. Staff gently remind children about the 'golden rules' they have created when children forget. Staff act as good role models throughout the nursery. Children are gently reminded to use their manners at the dinner table.
- Children begin to develop a good understanding of mathematical concepts. Staff expertly teach mathematics during everyday activities. For example, during imaginative play, staff ask children how many eggs are left in an egg box. Children exploring ice outdoors are asked to compare the weight of frozen items. This supports children's understanding of mathematics well.
- The manager is highly committed and passionate about the nursery. She values her team and provides support for their ongoing professional development. Effective supervision systems are in place to support staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms of when a child may be at risk of harm. They show awareness of how to report any concerns they may have about a child or member of staff. The manager keeps up to date with any local or national safeguarding priorities. She ensures that staff complete regular online training so they keep their knowledge up to date. Staff carry out regular risk assessments around the nursery to ensure any potential hazards are minimised. The manager follows robust procedures when new staff are recruited.

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 identify quieter children and include them more in group activities
- enhance staff's teaching to follow children's emerging choices, to promote further engagement in their learning.

Setting details

Unique reference number	2576968
Local authority	Leicester
Inspection number	10250919
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	1 to 4
Total number of places	37
Number of children on roll	54
Name of registered person	Cherry Tree Day Nursery Leicester Ltd
Registered person unique reference number	2576967
Telephone number	07989563888
Date of previous inspection	Not applicable

Information about this early years setting

Cherry Tree Day Nursery registered in 2020 and is situated in Thurmaston, Leicestershire. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 6 and level 3. The nursery opens from 8am until 6pm, Monday to Friday, all year round. 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 special educational needs and/or disabilities.
- 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 a group activity 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022