

# Inspection of Cherry Tree Nursery School

73 Orford Lane, WARRINGTON WA2 7BS

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Inspection date: 21 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children are happy and safe in this pleasant, well-resourced setting. They form close relationships and feel at ease with their key person. This enables children to separate quickly from parents on arrival. Staff know the children very well. This enables them to provide activities and experiences that reflect children's interests. Interactions between staff and children are strong. Staff model language, and promote new vocabulary through play. For example, when making play dough, children learn they are using 'measuring scoops'. Staff introduce mathematical concepts such as big, small, and heavy when comparing the weight of materials. Younger children enjoy joining in with songs and rhymes. They excitedly anticipate the actions in their favourite songs.

Staff have high expectations of children's behaviour and attitudes. Children learn to be independent from an early age. Toddlers practise serving their own food and pouring their own drinks. Children learn about behavioural expectations through discussion and modelling. Staff ask children to think about how they would feel if things happened to them. This teaches children about respect and empathy for others. Children access the outdoors for a large portion of the day, which encourages their physical development. Natural surroundings encourage the children to explore seasonal changes.

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

- Leaders design the curriculum to follow the milestones children achieve. They break it down to form achievable, measurable goals. Learning is individual to each child and allows them time to build on what they already know. However, the implementation of the curriculum is in its infancy. As a result, staff sometimes miss opportunities to focus on what children need to do next to help them to gain the most from the available learning opportunities.
- Leaders and staff promote children's physical health and well-being. Rooms have easy access to the outdoors to facilitate free-flow play. Children engage in weekly physical education sessions, where they practise yoga, running and jumping to develop their large muscles. Thereby promoting children's physical health and well-being.
- Staff consider the verbal and non-verbal communication of children. They observe children's gestures, signs and emotions to fully understand children's needs and wants. Staff use sign language to support communication in children who are non-verbal. This helps to ensure that every child has a voice and promotes conversation and social skills.
- Staff know the children well and seek advice from the special educational needs coordinator on areas of concern in a child's development. They quickly identify gaps in their learning or specific needs they have. They work closely with other

agencies to manage the care of the children and agree the best course of action. This enables swift referral and ensures all children receive the support they need to make progress in their learning.

- Partnership with parents is of a high standard and parents are happy with the care and education provided. Staff share ideas and tips to support development at home, including toilet training ideas and examples of healthy recipes. Parents are kept up to date with their child's learning and what they are doing in nursery. Consequently, children are able to talk about their learning at home and further consolidate their new skills.
- Senior staff lead by example. They show passion and commitment to their work, which cascades through to the staff. Leaders support staff well-being. They are committed to reducing unnecessary paperwork to help staff manage their workload. Staff are able to devote their time to really getting to know their key children. As such, they have a better understanding of the children's development, meaning children's needs are met.
- Leaders show commitment to staff professional development. Staff have opportunities to access training to enhance their practice and improve their skills. For example, room leaders mentor newer staff to develop their confidence, competence, and improve their practice. Consequently, children receive quality teaching and learning, which provides them with the best start to their education.
- Staff implement effective routines that help children to know what is expected of them. Staff encourage children to be independent. For example, putting on their own shoes and coats when going outside, or self-serving at meal times. Staff are respectful of children and ask permission before changing or cleaning them up. Consequently, children learn to be respectful and develop autonomy.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective safeguarding procedures in place. Staff receive extensive training and are fully aware of their responsibilities in relation to keeping children safe. Staff demonstrate their understanding of the whistle-blowing process and the importance of this in practice. Risk assessments are carried out regularly to ensure the premises are safe and secure. Leaders regularly review accident and incident forms to highlight any recurring themes. Staff explain to children the importance of effective handwashing and keeping themselves safe. Coloured plates are used to ensure that children with dietary requirements receive the correct food and are not at risk of cross-contamination.

## 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 fully embed the new curriculum, so that teaching is more focused on the skills and knowledge children need to learn next.

## Setting details

<b>Unique reference number</b>	EY535786
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10277604
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	59
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Tiggywinkles Day Nursery Limited
<b>Registered person unique reference number</b>	RP535785
<b>Telephone number</b>	01925 444559
<b>Date of previous inspection</b>	21 December 2018

## Information about this early years setting

Cherry Tree Nursery School originally registered at this premises in 2012. It is located in Warrington, Cheshire. The nursery employs 17 members of childcare staff. Of these, one holds early years teacher status, and 11 hold appropriate early years qualifications at level 3, 4, or 6. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Highcock

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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 spoke to several parents during the inspection and took account of their views.

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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