

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

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire HP3 9UH

Inspection date:

15 November 2023

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Overall, the quality of interactions between the staff and children are variable. On occasions, staff overlook opportunities to stimulate children's curiosity and hold their interest as they play, to build on what they already know and can do. Furthermore, staff do not always give older children time to think and respond to the questions asked. For example, during a leaf collecting activity, children were not given time to describe the texture and shapes of the leaves for themselves before being told by the staff.

Nevertheless, children demonstrate that they are settled and happy to attend. Staff support children to manage their feelings and behaviour. They encourage babies and younger children to explore using their senses. Staff show children how to bang wooden objects together and encourage them to feel the wooden logs and shiny silver foil. Staff provide opportunities for the children to develop their hand-eye coordination and physical strength as they manipulate dough. They show children how to use tools, such as rolling pins and cutters, which enhance their enjoyment. Older children count the number of dough balls and use the dough to make different shapes. Younger children make marks on paper and older children are beginning to draw recognisable pictures.

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

- Management and staff demonstrate a willingness to make further improvements to enhance the quality of the care and education provided for the children. For example, they plan to increase outdoor learning opportunities and to continue to expand the range of resources available to the children.
- Since the last inspection, the owner and staff have continued to welcome ongoing support from the local authority and have made some progress. For example, management and staff demonstrate a stronger understanding of the curriculum offered to the children in their care. However, the quality of the staff's teaching remains inconsistent. Therefore, further progress is required to ensure children receive a consistently good standard of education.
- Management places high priority on supporting staff's well-being. Staff state that they feel supported and valued and have begun to access professional development opportunities. For example, they have received training to support them to develop children's communication and language skills. However, training opportunities require further evaluation to ensure all staff have the knowledge and skills to continue to raise the quality of their teaching to a consistently good standard.
- Staff support children's language and communication skills, including children who speak English as an additional language. They provide picture prompts to encourage children to understand and talk about what they see. Additionally,

staff introduce words such as 'bang, bang', as the younger children bang wooden sticks together. All children are introduced to rhymes and story books.

- Staff support children to take responsibility and to develop their independence. Children are encouraging to set the table for their lunch and snack. Older children independently serve their own food, pour their own drink and develop their self-care skills. Younger children learn to feed themselves. Additionally, staff support the children to learn appropriate hygiene routines. Older children are encouraged to use a tissue to blow their nose and independently wash their hands. They are taught that they do this to remove germs.
- Children are provided with a healthy diet. They have opportunities to be physically active in the fresh air. Younger children learn to climb the steps of the slide and develop their coordination skills as they learn how to use a ladle to scoop up the autumn leaves from the ground. Older children enjoy jumping in and out of hoops and play circle games, such as 'ring a ring o roses'.
- Management and staff understand the importance of taking relevant action to support children with special educational needs and/or disabilities. This includes children who receive extra funding. Staff work closely with the children's parents, sharing their progress and planned next steps in their learning and development.
- Staff support children to appreciate and respect the diversity of others during celebrations, such as Diwali. They welcome visitors to the nursery, such as a dentist, a nurse, and the emergency services. This supports them to learn about the role of others.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff understand their responsibilities to safeguard children. They complete regular child protection training to update their knowledge and skills. Management and staff can explain how to recognise a range of signs of potential abuse. They know how to make a referral to the relevant agencies if they have concerns about the children in their care. This includes the action to take should anyone make an allegation against the provider or staff. Management follow appropriate recruitment and induction procedures. Suitability checks are completed to ensure all staff working with the children are suitable. The premises are secure, and regular checks are completed to identify and minimise any potential risks of harm to children.

What does the setting need to do to improve?

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

	Due date
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improve interactions with the children to ensure they receive consistently meaningful learning experiences that build on what they already know and can do and stimulates their interests	29/02/2024
ensure weaknesses in staff's practice are identified and that staff are provided with the coaching and support they need to further develop their teaching skills.	29/02/2024

Setting details

Unique reference number	EY405834
Local authority	Hertfordshire
Inspection number	10310198
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	39
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	1 December 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, nine 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

Inspector
Ann Austen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The deputy manager, staff and children engaged in discussions with the inspector 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 inspector. This included evidence of staff suitability.
- The inspector took account of the views of parents from written information and 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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