

# Inspection of Cherry Tree Children's Day Nursery

86 Main Street, Menston, ILKLEY, West Yorkshire LS29 6HS

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Inspection date: 14 November 2023

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

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

### **The provision is inadequate**

Children are not kept safe and protected at all times because there are significant weaknesses in the provider's safeguarding practice. In addition, they do not continue to receive good levels of support when their key person is absent from the setting. Children do not experience a well-thought-out and effectively implemented curriculum that interests them and motivates them to learn. This means they are not supported to make the best possible progress in all aspects of their learning.

Despite the weaknesses, most children are settled and confident to play independently. They are developing secure relationships with their peers. Reminders from staff about sharing and taking turns help them to play cooperatively and resolve conflicts.

Children develop their independence in everyday routines ready for the move to school. Pre-school children register their name when they come into the nursery. They serve themselves at mealtimes and begin to understand why good hygiene is important. Younger children are encouraged to use age-appropriate cutlery and feed themselves.

Children are provided with healthy meals that take into account their dietary needs. They enjoy play in the outdoors. Older children explore the natural environment during walks in the community. Babies practise their physical skills using play equipment in the park. Children enjoy choosing and carving pumpkins during Halloween celebrations.

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

- The provider does not ensure that fire exits from the baby and toddler rooms are in good working order. They are very difficult to open, and staff would not be able to open them if they were carrying a child. In addition, the provider does not ensure that staff have a clear understanding of what to do in the event of an emergency. This could cause unnecessary delays to staff evacuating the building and compromises children's and staff's safety.
- The provider does not ensure that pre-school and toddler children are adequately supervised at mealtimes. While children are eating, staff leave the room or complete routine tasks, such as washing crockery. During the inspection, a toddler fell from their chair and older children poked the knives they have been using for eating at each other. This lack of supervision and behaviour management compromises children's safety.
- Key staff do not share enough information about children to ensure that each child's care and learning are tailored to their individual needs when their key person is absent from the setting. Children lack stimulation and motivation to

learn. As a result, they often wander with little focus, and some children demonstrate unwanted behaviour.

- The provider does not implement a curriculum that has clear content and direction. Staff do not provide children with play and learning experiences that take into account children's interests and next steps, or support children to develop, consolidate and deepen their knowledge and understanding across all areas of learning.
- The provider does not promote effective partnerships with all parents. Staff do not consistently share information with parents about children's progress and next steps. They do not consistently find out from parents what play and learning experiences children enjoy at home or regularly support parents to continue children's learning at home.
- The provider has a poor understanding of her responsibilities. She does not have suitable arrangements for the monitoring, coaching, support or training of staff, including the new manager. Lack of oversight from the provider means that weaknesses in practice are not identified, or decisive action taken to address them.
- Despite the significant weaknesses in practice, parents say they appreciate the care and support from staff which their children enjoy. Staff find out about babies' care routines, and key persons reflect these in the setting. Babies' emotional well-being is supported during transitions into the setting. They settle quickly and soon form secure bonds with their key person.
- Generally, staff promote children's communication and language skills well. Staff in the baby room model language for children throughout their play. They encourage babies to imitate sounds and babble. Children listen to stories and staff introduce them to new words, such as 'squabble' and 'shriek'. This helps to extend children's vocabulary. Older children learn about letters and sounds. They enjoy activities such as 'body percussion' where they begin to understand rhythms in language.
- If key persons identify children who are not meeting their expected targets, they work in partnership with parents and seek support from outside agencies to help children catch up.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that children are kept safe and protected. She does not ensure that fire exits are in good working order, or that new staff know what to do in the event of an emergency. Staff do not supervise pre-school and toddler children adequately during mealtimes. The provider does not implement the recruitment policy effectively. Staff are left unsupervised with children before all background checks, such as references, are completed. This compromises children's safety. Nevertheless, staff have a suitable understanding of child protection issues, such as children who might be at risk from county lines gangs and the impact of domestic abuse. They know the signs that indicate a child might be at risk from harm and the procedures to follow if they have concerns about an

adult or a child.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure all fire exits are in good working order so that they can be easily opened from the inside and do not cause unnecessary delays that could put children and staff at further risk in the event of an emergency	19/11/2023
ensure all staff have a clear understanding of what to do in the event of an emergency evacuation and have the training they need to keep children safe in the event of an emergency	19/11/2023
deploy staff effectively so that pre-school and toddler children are adequately supervised at mealtimes, and risky and unwanted behaviour is addressed quickly to prevent children from hurting themselves or others	19/11/2023
implement the recruitment policy effectively and ensure that staff for whom background checks have not been completed do not have unsupervised access to children	19/11/2023
implement an effective key-person approach where key staff share enough information about children to ensure that each child's care is tailored to their individual needs when their key person is absent from the setting	13/12/2023

<p>implement suitable arrangements for the monitoring, coaching, support and training of staff, including the new manager, so that they continually build on their skills and knowledge and have a good understanding of their role and responsibilities.</p>	<p>13/12/2023</p>
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**To meet the requirements of the early years foundation stage, the provider must:**

	<p><b>Due date</b></p>
<p>develop a curriculum that has clear content and direction, so that staff provide play and learning experiences that take into account children's interests and next steps, and help children to develop, consolidate and deepen their knowledge and understanding across all areas of learning</p>	<p>13/12/2023</p>
<p>promote effective partnerships with parents so that information about children's progress and next steps is shared consistently, parents are encouraged to share information about play and learning experiences children enjoy at home, and parents are supported to continue children's learning at home.</p>	<p>13/12/2023</p>

## Setting details

<b>Unique reference number</b>	EY423234
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10315932
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	55
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Jonathan Roe and Kate Roe Partnership
<b>Registered person unique reference number</b>	RP907840
<b>Telephone number</b>	01943 878 100
<b>Date of previous inspection</b>	1 May 2019

## Information about this early years setting

Cherry Tree Children's Day Nursery registered in 2011. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round from 7.30am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Dickinson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector talked to the provider and manager about how they evaluate the provision.
- The inspector observed staff practice and held discussions with staff members about the work that they do and their professional development.

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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