

# Inspection of Cherrytown Nursery

67 Branksome Hill Road, College Town, Sandhurst, Berkshire GU47 0QF

---

Inspection date: 1 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

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

### **The provision is good**

Children are warmly welcomed by staff that are happy to see them. Their genuine smiles and friendly approach help children to settle down quickly. Staff are respectful to children and effectively role model kindness. In turn, children demonstrate respect for the adults who care for them. The staff understand their role as a key person and have formed strong relationships with the children. They are sensitive and caring, especially to the youngest children. For instance, staff cuddle children as they wake from their sleep. This helps to regulate their emotions and makes them feel safe. Staff support children's personal, social, and emotional development effectively.

Staff use all opportunities to teach children and give them new information. They ask children questions that encourage them to make connections between their thoughts when they have discussions. For example, children sit outside in the fresh air to have their snack. They follow good hygiene routines and wait patiently for their food. The staff talk to children about the healthy fruit that they are eating. They explore a whole apple and what it looks like when it is cut in half. Staff encourage children to pour their own milk. With the encouragement of staff, children enjoy a lively discussion about where milk comes from. Children pause and think about this, and explain that milk comes from cows. The staff then prompt them to think about other animals that produce milk, such as goats. Children are learning good conversational cues, and are developing an understanding of the world that they live in.

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

- Managers have worked tirelessly to make the necessary improvements since the previous inspection. They are committed and passionate to continually enhancing their provision to deliver high-quality care and education for children and their families. Induction procedures have been strengthened and staff have undergone training to improve their professional development and build on their skills even further. This reflects positively on the teaching and education that children receive. Staff express that they feel supported and valued as part of the team. Managers have created a culture of teamwork and respect.
- Managers and staff have worked together to create a curriculum that is well sequenced and meets the children's needs. The collaborative work has been successful in ensuring the intention of learning is understood by all. Staff are confident and have good knowledge of what they are teaching children and why this is important. This supports children to extend their learning and make the progress they are capable of.
- Overall, staff successfully plan activities that are relevant to children's learning and are in line with the curriculum. However, on occasion, staff do not precisely

consider how to organise the resources and space to accommodate all children who want to take part. This does not maximise children's engagement at these times. Despite this, children are eager to join in and enjoy taking part. They are confident to add their ideas and opinions. Staff value what children say and consider their views when holding discussions as a group.

- The support in place for children with special educational needs and/or disabilities (SEND) is good. Staff know children well and effectively describe their individual characteristics and what makes them unique. They give children the tailored support they need to flourish in their learning. The special educational needs coordinator (SENCo) understands her role and reaches out to outside agencies and professionals for support where needed. Children who speak English as an additional language are supported well to enhance their speech and language skills. Consequently, children develop well and make good progress alongside their friends.
- Arrangements to support children's behaviour are effective, overall. Children demonstrate positive behaviours. They are confident, polite and seek out their friends and staff to share their experiences with. The staff generously praise the children for being kind and caring to one another. However, at times, staff are not fully consistent in reinforcing what it is they have asked children to do to fully support them to understand what is expected of them. For instance, staff do not offer continued encouragement for children who have been asked to tidy up toys before entering into the next aspect of the routine.
- Parent partnership is strong. This supports children when transitioning into the setting, and in their development at home. Managers and staff seek feedback from parents to improve practice and care for children. Parents express that they are happy with the frequent updates and communication they receive on a daily basis.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen staff's skills to recognise how to organise activities appropriately to accommodate all children who want to take part
- support staff to implement consistent expectations for children's behaviour, so that children increasingly learn to follow rules and boundaries.

## Setting details

<b>Unique reference number</b>	119248
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10299749
<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 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Cherry Childcare Ltd
<b>Registered person unique reference number</b>	RP904322
<b>Telephone number</b>	01276 33995
<b>Date of previous inspection</b>	1 June 2023

## Information about this early years setting

Cherrytown Nursery registered in 2000 and is located in Sandhurst, Berkshire. The nursery is open from 7.30am to 6pm, each weekday, for 51 weeks of the year. It closes for a week at Christmas and on bank holidays. There are 15 members of staff working with the children, 11 of whom have relevant qualifications at level 3 or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

## Information about this inspection

**Inspector**  
Kelley Ellis

## Inspection activities

- The inspector discussed any continued 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The deputy manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024