

# Inspection of Cherrybrook Nursery

Scotland Bridge Road, New Haw, Addlestone, Surrey KT15 3HQ

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Inspection date: 29 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children settle in quickly and separate from their parents and carers with ease. Staff build strong relationships with their key children and know them well. This helps children feel safe and secure. Staff talk to children about what they have done at the weekend, and children confidently talk about spending time with their grandparents and eating strawberry ice creams. Younger children pretend to eat various different foods as they role play. They attempt to say words, such as 'grapes' and 'blueberries', and staff repeat these words back to them. Staff comment on babies' play using simple language. This helps to support children's early language development.

Outside, children enjoy a range of activities to promote their physical development. They persevere as they practise new skills. For example, staff support them to climb safely up and over a climbing frame and remind children to take turns. They provide babies with space to practise walking and help them to step up onto different levels. Staff remind children that they need to drink when it is hot, and they encourage them to take regular breaks. Children independently offer resources to their friends and share well. Staff praise children when they take turns with each other.

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

- The management team works together closely and is dedicated to supporting staff and continually improving the quality of care for children. Staff have regular supervision sessions where they can discuss matters relating to their roles and children, as well as training opportunities. They feel able to talk to the management team about any issues or concerns, at any time. Staff understand their roles and responsibilities and report they feel very well supported.
- Staff know their key children well and regularly monitor the progress they make. They liaise with the special educational needs coordinator (SENCo) if they identify that a child has gaps in their learning. Timely referrals are made to external agencies, and children have individual support plans to help staff focus on specific targets. The SENCo works closely with parents and builds strong links with the local schools to help support children's transitions.
- The management team is clear about the curriculum intent and, overall, staff implement this well. For example, younger children are supported to develop their independence. Staff encourage them to take off their own shoes and get themselves ready for sleep time. However, some group activities are not always planned to fully support children's learning. This means some children do not fully benefit from opportunities to refine, develop and extend on their skills.
- Children are confident communicators. For example, older children read stories to each other. They hold the book so that all children can see, and change the

tone of their voice as they mimic different characters. Children recall the stories they have heard before and listen intently. Younger children engage in conversation with adults about the food they eat and whether the vegetables were picked from the garden. Staff ask children questions to help them remember how they look after the plants they are growing.

- Staff support children's behaviour well. For example, they talk to children about how others might feel after minor conflicts. Staff help children to understand the consequences of the decisions they make. They encourage children to resolve any differences together. Children are beginning to respect each other's ideas and play well together.
- Children have a cooked meal at lunchtime and are encouraged to use their knife and fork to cut up their own food. Staff support children to pour their own drinks and scrape their plates when they are finished. Children choose jobs they want to do during the day, for example helping to set the tables for lunchtime and sweeping the floor afterwards. Children know what is expected of them and they engage well with adults and each other.
- Partnerships with parents are good. Parents know who their child's key person is and understand what they are learning about. The management team organises specific times throughout the year to provide parents with an update on the progress their children are making. Parents are happy with the care their children receive.

## **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 practice so that children can refine, develop and extend on their skills in order to fully support what they need to learn next.

## Setting details

<b>Unique reference number</b>	119978
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10358425
<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>	109
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Cherry Childcare Ltd
<b>Registered person unique reference number</b>	RP904322
<b>Telephone number</b>	01932 336662
<b>Date of previous inspection</b>	15 February 2022

## Information about this early years setting

Cherrybrook Nursery registered in 1997 and is situated in New Haw, Addlestone, Surrey. The nursery is open from 7.30am to 6.15pm, Monday to Friday, for 51 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children. There are 23 staff members who work with the children. Of these, 16 hold relevant qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Pippa Clark

### 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 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 special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- 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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