

Cherry Tree Nursery

Halton Camp, Halton, AYLESBURY, Buckinghamshire, HP22 5PG

Inspection date

Previous inspection date

28/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff operate an effective system to support children's emotional needs, so they are ready to learn through play.
- Children make good progress in their learning given their starting points, owing to the interesting experiences staff provide.
- The provider's commitment to effective recruitment systems, good teaching skills and the provision of good quality resources results in an effective learning environment for the children.
- The staff team is well led and managed. Staff are clear about their work and meet the ongoing needs of the children.
- There is a strong emphasis on building trusting relationships with parents and establishing effective communication systems, so everyone works together for the children's benefit.

It is not yet outstanding because

- Younger children have fewer natural resources and everyday objects to explore to develop their understanding of the world around them.
- Although, older children make good progress in their understanding of the world, there are some missed opportunities to learn about living things and to observe the natural world around them.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the garden.
The inspector sampled a range of documentation including children's records,
- safeguarding procedures, and the nursery's records relating to quality assurance and self-evaluation.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with parents, staff and children.

Inspector

Kim Mundy

Full Report

Information about the setting

Cherry Tree Nursery re-registered in 2012 and it is now part of the 4 Children group. The nursery operates on the RAF base on the Trinity Road Community Centre site in Halton in Buckinghamshire. It is open to children of service people on the RAF base and to civilian families in the local area. The nursery is open each weekday from 7.45am to 5.15pm all year round, except Christmas and bank holidays. There are three playrooms for babies,

toddlers and pre-school children. There are 68 children on roll. Children attend for a variety of sessions.

The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs eight full-time staff and four part-time members of staff. Of these, 11 staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide a wider range of everyday objects for babies to explore and investigate, such as 'treasure baskets' including natural materials.
- plan further opportunities for children to find out about living things and the natural world around them.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

On entering the nursery there is a warm and friendly atmosphere. The indoor and outdoor learning environments are stimulating and support children's all-round development. For example, pictures and words are on display and toys are stored at low-level so children can help themselves. Good achievement starts in the baby room and continues to toddler room and pre-school room. Staff plan and provide well-balanced educational programmes. They use effective teaching techniques such as open-ended questioning and make suggestions to extend children's play. Each child has a learning journal and these include staff observations of children's progress from their starting points on entry to the nursery. Input is valued from parents to identify their children's next steps for learning and they are encouraged to undertake an observation of their child playing at home to help them understand the process.

The nursery staff successfully help children to learn through play, talk and first-hand experiences. Children, from the very earliest age, are encouraged to make their own decisions. For example, babies indicate when they want to sleep, drink or to go outside. In

the welcoming baby room, there is plenty of space on warm rugs for babies who are not yet walking to sit, roll and stretch. Babies make marks with paint on their fingers and patterns in sand with large combs. Activities such as stacking rings and building blocks help to develop their early problem-solving skills. Babies find out how things work as they push buttons and pull levers on many programmable toys. However, they have fewer opportunities to explore a wide range of natural materials too, to stimulate their senses as well as possible. Babies develop early skills as they learn to post different shapes into shape sorters, and pick up and release objects. They develop muscle control as they push along toys, and climb on apparatus. Babies develop learn to find their voices and practice making sounds as they join in songs and rhymes, and look at suitable early books. They experience frequent one-to-one time with staff particularly as they enjoy cuddles when being bottle-fed and at nappy changing times.

Toddlers and pre-school children are highly involved in the activities on offer. Children make good progress in their communication and language skills. Parents of children who are learning to speak English as an additional language are complimentary about the way in which their 'key persons' think about their child's needs. These staff take special responsibility for particular children. They ask parents for words in the children's first language and display these around the nursery for all staff to use. Children choose to look at books in the comfortable book area. They enjoy stories with staff using puppets and props to further support children's understanding of the storylines. Early writing is encouraged through suitable mark making activities with crayons and chalks. More able children use pencils to write on clip boards and in note pads in the role-play area. Some children recognise their names and are able to write these before leaving the nursery, showing they are gaining useful skills for their future lives.

Children develop good physical skills both indoors and out. Indoors they increase their balancing skills as they step along large bricks and dance to music. Outdoors, the children use hula hoops and balls. Children develop good mathematical skills as they learn about colour, number and shape during many activities. They thread large beads on wires and as their skills develop further, they thread small beads on laces. Children count, match and sort objects and they use their imaginations as they build with large and small construction toys. They enjoy fitting puzzles together and staff give children to attempt this themselves before offering support. Pre-school children enjoy making dough as they measure out the ingredients. Adding glitter to the dough creates excitement and they notice, 'the dough sparkles'. These activities help children to develop their hand skills.

Overall, children make good progress in their understanding of the world. Although they have fewer chances to learn about living things and to observe the natural world around them. Children's understanding of technology is developing well. Toddlers enjoy looking through magnifying glasses to observe pine cones and pre-school children develop computer skills as they click and drag the computer mouse to design pictures. All children celebrate festivals and use multicultural toys and resources to help them to develop an understanding of diversity. They develop creativity and use their imaginations as they paint and stick, join in singing and role-play, and use musical instruments. All of these activities and positive experiences help to prepare them well for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Each child has a key person with whom they make secure emotional attachments and in their absence, an effective buddy system is in place, so children always have someone special to go to. Staff know their role and responsibility as a key person. This role successfully includes monitoring the children's learning and welfare requirements and developing positive relationships with parents. There is a strong focus on the children's emotional well-being and the settling in procedure is individual to each child. Children are very well-behaved; they respond positively to constant praise and encouragement by staff. Younger children play alongside one another happily, while pre-school children begin to develop good friendship groups.

Children develop a good attitude to healthy lifestyles. They enjoy fresh air and exercise. The provision of wet playsuits means that all children may enjoy exploring outdoors in all weathers. They develop good control and a sense of space, for example, as they have fun steering scooters and tricycles. Children take reasonable risks; for example, in the baby room they push their dolls in the buggy up the low-rise ramp and then down the steps. Older children gain confidence as they climb more challenging apparatus with staff close by for support. All children take part in emergency evacuation drills, so they know what to do in the event of a fire. As a result, children learn to keep themselves safe.

Good hygiene practices are apparent throughout the nursery. Adults remove their shoes before entering the baby room, where babies are crawling. Staff wear protective clothing and children have individual flannels and bed linen in order to minimise possible cross infection. Children learn good personal hygiene as they wash their hands and use tissues to wipe their noses before throwing them away safely. They enjoy nutritious home-cooked meals and healthy snacks prepared by the qualified cook. Staff offer regular drinks to babies and older children help themselves to drinking water when they are thirsty. Children experience relaxing and sociable meal times and the provision of good quality furniture means that they sit comfortably to eat. Children proudly take on responsibilities which, develops confidence and self-esteem. For example, by phoning through to the cook in the kitchen to inform her they are ready for their pudding. The nursery is well-resourced with good quality nursery furniture, toys and resources. Staff promote children's well-being successfully.

The effectiveness of the leadership and management of the early years provision

The nursery is well led and managed. It has gone through a time of change under new management, but the robust recruitment procedure mean that very knowledgeable and suitably qualified staff are recruited. All staff update their knowledge and understanding of child protection and a thorough safeguarding policy is in place. The nursery is safe for children's use because the effective risk assessment process identifies and eliminates risks. For example, a finger print security system is in place to enter and exit the premises, so no one can enter uninvited. The nursery's policies and procedures are up-to-date and all

necessary records are in place to promote children's well-being, such as accident and medicine administration records are kept clearly.

The nursery is fully inclusive and welcoming to all. The manager is well aware of her responsibility to continually monitor the educational programmes. She does this effectively by observing the staff as they work directly with the children, paying particular attention to the quality of teaching. The two-year progress is implemented effectively and any concerns raised. Parents highlight that staff are quick to pick up on and discuss any concerns. This means that, early intervention is provided through making links with, and working alongside, other professionals, such as an educational psychologist, and speech and language therapist. Staff establish positive links with the local school in order to support children's smooth transfer.

Managers have a clear vision in relation to the nursery's future including the commitment to making improvements to further promote the outcomes for children. The staff team is well-organised in relation to all aspects of children's welfare and learning. Parents', staff and children's views are valued as an important part of the nursery's self-evaluation process. Effective systems are in place to monitor staff performance and any underperformance. The continual professional development of staff is encouraged through attending training courses. The new leadership and management team demonstrates enthusiasm and the ability to drive continuous improvement.

The staff place strong emphasis on establishing trusting relationships with parents and carers. Although some parents previously expressed concerns about the nursery being under new management, they are now unanimous in their support of it. They have many good opportunities to make their views known, such as through parent forums and open evenings, the suggestion box and completing questionnaires. In addition, parents receive very regular feedback on their children's routine, activities and progress through the daily, 'to and fro' book and the learning journal records. Parents appreciate the very friendly staff, the flexible service and continual consultation about their child's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY452490
Local authority	Buckinghamshire
Inspection number	882397
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54

Number of children on roll	68
Name of provider	4 Children
Date of previous inspection	Not applicable
Telephone number	0113 2709006

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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