

# Big Cherry Tree Nursery

Cherry Tree Childrens Centre, Arncliffe Road, LIVERPOOL, L25 9PB



## Inspection date

3 June 2016

Previous inspection date

10 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders are keen to continually develop the provision. Their thorough evaluation of the quality of the setting is supported by positive relationships with their local authority, staff, parents and children.
- The staff team is very experienced and has a good understanding of how children learn. Strong links with parents and other professionals enable staff to meet the needs of all children effectively.
- Robust procedures and strong links with other local settings help children to develop confidence and a sense of excitement as they prepare for the move on to school.
- Children's self-esteem is fostered well. They warm to the praise given by staff for their achievements and are resilient as they attempt new things.
- Children are independent. They carefully serve their own lunches, passing the bowl and spoon around the table for each child to have a turn. Staff make good use of opportunities to discuss healthy foods.
- All children make good progress from their starting points. They are confident, curious and motivated. Children are well prepared for their next stages of learning and the eventual move on to school.

### It is not yet outstanding because:

- Monitoring systems are not yet fully embedded that make the best possible use of information gathered from tracking to support children's progress.
- Staff do not make the most of the opportunities available to challenge children's thinking skills and further extend their learning.

## What the setting needs to do to improve further

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

- strengthen and fully embed the monitoring systems that make the most effective use of the information gathered from tracking and support children's progress
- make the most of opportunities to challenge children and fully extend their thinking skills.

### Inspection activities

- The inspector took a tour of the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

Staff and leaders have a secure understanding of their responsibility to monitor and report any concerns regarding the welfare of a child or the conduct of an adult. The arrangements for safeguarding are effective. Partnership working is successfully embedded in practice. Staff are proactive in liaising with other professionals to ensure that children receive the support they need. The staff team has appropriate opportunities to build on their existing skills through professional development and supervision. Leaders have high expectations for staff and children alike. The staff team is very passionate about their roles and giving the best possible support to children and their families.

### Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery and have good bonds with the staff team. Overall, staff successfully build on what they already know about children to engage them in meaningful learning experiences. Children build confidence in expressing themselves in a group to the pre-school teddy. Babies enjoy hiding and peeping out at staff from the comfortable and cosy areas created for them in the room. They listen keenly to stories which staff read in animated voices. Staff help to promote children's mathematical development while they explore the water tray. Children learn to wait for a turn as they play ring games in the outdoor area. Staff keep written records of children's learning and share these successfully with parents and other professionals. Children who have special educational needs or disability receive effective support from staff who liaise closely with other professionals.

### Personal development, behaviour and welfare are good

Children are well adjusted and have good self-esteem. They develop a sense of responsibility as they help staff to carry out daily routines, such as preparing the dinner table ready for lunch. Children readily take turns with resources and staff use praise effectively to help them to manage their feelings well. Children learn to be respectful of others and discuss how they can show they are listening to their friends or other adults. They have a variety of opportunities to learn more about the world around them. Staff have created a welcoming and well-resourced environment. Staff have extremely responsive relationships with babies, who enter the setting happily. Each child's individual needs are known and understood by staff. Children show that they understand safety messages provided by staff and cooperate well with hygiene routines.

### Outcomes for children are good

All children make good progress from their individual starting points. They make their needs, opinions and preferences known. Children are confident and enjoy making choices and joining in with routines. They are motivated by the range of activities provided and the high-quality resources. Children show they are developing the skills and attitudes which will prepare them well for the next stage of their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY393467
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	859527
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	94
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	4Children
<b>Registered person unique reference number</b>	RP900829
<b>Date of previous inspection</b>	10 March 2010
<b>Telephone number</b>	01514282291

Big Cherry Tree Nursery was registered in 2009 and is part of 4Children Ltd. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications or are working towards them. One member of staff holds a relevant degree level qualification. The nursery opens from Monday to Friday, for 51 weeks per year. Sessions are from 8am until 6pm, including out-of-school care. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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