

# Cherry Tree Nursery

5 Dixon Way, LINCOLN LN6 7XN



<b>Inspection date</b>	15 July 2019
Previous inspection date	12 April 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The manager and staff do not ensure children's safety. Their risk assessments do not minimise all risks to children with regards to the premises.
- The provider's recruitment procedures for new staff are inadequate. The manager does not carry out all required vetting processes. This compromises children's safety and welfare.
- Staff do not use their observations and assessments to identify what children need to learn next. They do not plan effectively to meet children's individual learning needs. Children do not make good enough progress in their learning.
- The provider has not addressed all the recommendations from the last inspection. He has not ensured that staff adapt their teaching skills to challenge more-able children during group activities. This includes children who speak English as an additional language.

### It has the following strengths

- The special educational needs coordinator supports children with special educational needs and/or disabilities (SEND) effectively. She puts targeted plans in place to meet their individual needs.
- Staff speak to parents daily and share some information with them about their children's day. For example, they tell parents what children have eaten and activities they have enjoyed.
- Staff actively encourage positive behaviour. For example, they clap their hands to praise children's achievements. Staff remind children to do 'good listening' when they talk to them. Parents say that staff know their children's individual needs and support their children to manage their behaviour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that risk assessments identify all possible risks and hazards to children and that all reasonable steps are taken to minimise these risks to promote children's safety	22/07/2019
improve the procedure for the safe recruitment of staff to ensure that they are suitable to fulfil the requirements of their roles	12/08/2019
ensure that all staff know what children need to learn next so they can plan for children's individual learning and help them to make good progress	12/08/2019
provide opportunities for more-able children and those who speak English as an additional language to be highly challenged during group activities.	05/08/2019

### Inspection activities

- This inspection was carried out as a result of a risk assessment process, following information received about the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager and staff do not provide a safe environment for children. At the time of the inspection, the fire exit from the younger children's room upstairs was blocked and radiator guards in this room were broken. The manager does not follow safe recruitment procedures. For example, she does not gather references when staff begin their employment. This means that the suitability of all people working with children is not assured. The manager does not reflect on the quality of the provision enough. She has not addressed weaknesses raised at the last inspection. During group times, staff do not challenge all children enough in their learning. This has a negative impact on the progress children make. That said, staff do understand the procedure to follow to report any concerns they have regarding children or colleagues. In some instances, the manager recognises and addresses staff's underperformance. For example, she speaks to staff during supervision meetings about their practice.

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

Staff are well qualified but do not use their knowledge of child development to complete effective observations and assessments. They do not plan activities to build successfully on children's learning. Staff generally encourage children's imaginative skills. For example, when children sit inside crates and pretend to be in a boat, staff ask them where they are going. Staff provide activities and resources that children are interested in. For example, blocks outdoors provide opportunities for children to build and construct independently. Paintbrushes and water encourage younger children to develop their own early writing skills.

### Personal development, behaviour and welfare are inadequate

The provider cannot assure children's welfare due to weaknesses in safeguarding practice. Despite this, children enjoy warm relationships with the staff, who are kind and caring. Children have opportunities for fresh air and daily physical exercise. In the garden, children ride on bicycles and jump off tyres. Staff support children's social skills, health and well-being. For example, children follow good hygiene routines and experience sociable meal and snack times. Staff also offer children healthy food. Older children serve themselves food and drinks. This enables children to manage portion sizes and promotes their independence. The manager and staff make sure that babies can see and hear staff and older children in the next room. This promotes their emotional well-being when they move rooms because they become familiar with staff and children.

### Outcomes for children are inadequate

Children do not make adequate progress in their learning and development. They do not engage consistently in purposeful play and activities that challenge their learning and development fully. However, children enjoy some activities that help them develop some skills they will need for school. For example, older children sing songs confidently in front of a group of children. Younger children listen well and follow instructions.

## Setting details

<b>Unique reference number</b>	EY473227
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10115293
<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</b>	0 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Jennett, Roger
<b>Registered person unique reference number</b>	RP909720
<b>Date of previous inspection</b>	12 April 2017
<b>Telephone number</b>	07711170171 or 01522 530456

Cherry Tree Nursery registered in 2014 and is situated in Lincoln. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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