

Cherry Blossom Nursery

Cherry Blossom Childrens Centre, Hadleigh Road, East Bergholt, Nr Colchester, CO7 6QT



Inspection date	28 July 2015
Previous inspection date	16 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide children with a wide range of opportunities to develop their communication and language skills. They use sign language throughout children's play, repeat words and phrases back to the children and add new words into their vocabulary. Children are well prepared for the next stage in their learning, including the move on to school.
- Staff form very caring bonds with children. Children settle very quickly into the nursery and develop excellent social skills. Staff support children's well-being to an exceptionally high standard. They work collaboratively with parents to ensure that children receive all the support they need to be emotionally secure in all aspects of their lives.
- Staff provide children with a wealth of opportunities to take part in daily physical exercise and fresh air. They use the adjacent school field for group games, have regular walks in the community and take part in physical action songs and games as part of their daily routines.
- The well-qualified and motivated management evaluate their practice well. They assess all aspects of the nursery and set challenging but achievable targets for improvement. Staff are motivated and feel valued as they are offered regular training and support.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's critical-thinking and problem-solving skills to the highest level.
- Some staff are more qualified and knowledgeable than others. However, they do not always share their skills and experience with each other to expand their understanding of how children learn.

PROTECT – INSPECTION

What the setting needs to do to improve further

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

- enhance interactions with children so they have more opportunities to connect their ideas and solve problems for themselves
- strengthen the professional development plans for staff, by supporting them in sharing good practice and learning from one another in the drive to improve the quality and consistency of teaching further.

Inspection activities

- The inspector observed activities in the nursery room and the outside play space.
- The inspector spoke with members of staff, children's centre workers and children at appropriate times during the inspection and held a meeting with the two nursery managers.
- The inspector carried out joint observations with the two nursery managers to evaluate the quality of teaching.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures and risk assessments.

Inspector

Daniella Tyler

PROTECT – INSPECTION

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge of how children learn. They observe children during their play activities and make accurate and regular assessments of their capabilities. Staff use this information to plan challenging and enjoyable experiences for children that are based around their individual needs and interests. Staff provide a wide range of support for children with special educational needs and/or disabilities. They liaise closely with parents and other professionals to ensure that their needs are fully met. All children make good progress given their starting points and capabilities. Staff form effective partnerships with parents. They liaise with them regularly to update them on their children's progress. Staff value parents as their children's first educators and involve them in assessments and planning for their future learning. Parents are well informed and effectively support their children's learning at home. Staff provide children with a wide range of opportunities to develop their knowledge about the world around them. However, staff sometimes overlook opportunities to extend children's understanding of how things work and ability to solve problems for themselves.

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

Staff support children's moves to other settings and school seamlessly. They form highly effective partnerships with local schools and attend them regularly with children. Staff actively encourage children's social skills in all situations and support them exceptionally well to develop friendships with each other. They have high expectations of children's behaviour. Staff set clear and age-appropriate boundaries and gently remind children what might happen if they do something unsafe. They provide an extremely well-resourced and highly stimulating environment. Children gain high levels of confidence and self-esteem as they make choices in their play. Children's safety is paramount to the staff. Their continual checks of the environment, to ensure it is safe and secure, means children are well protected from harm. Staff have an excellent understanding of the importance of providing a wealth of support for parents so that outcomes for children continue to improve. Their effective links with the on-site children's centre make a very strong contribution to this support.

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

The well-qualified management have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff have a good knowledge of child protection issues and know the appropriate action to take if they have concerns about a child. The management monitor children's progress very well. This enables them to provide the appropriate support to children who need it in a timely way. The management have high expectations of staff. They regularly observe their practice and meet with them to discuss areas for improvement. However, less experienced staff have fewer opportunities to learn from their experienced peers so that a higher quality of teaching is consistent throughout the nursery.

PROTECT – INSPECTION

Setting details

Unique reference number	EY410843
Local authority	Suffolk
Inspection number	874251
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	26
Number of children on roll	67
Name of provider	Cherry Blossom Nursery Committee
Date of previous inspection	16 November 2011
Telephone number	01206 298442

Cherry Blossom Nursery was registered in 2010. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery also runs a before and after school club and a holiday club for school age children. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

PROTECT – INSPECTION

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

