

# Cherry Tree Bi-Lingual Day Nursery / English- Spanish

15 Horselers, HEMEL HEMPSTEAD, Hertfordshire, HP3 9UH



## Inspection date

14 September 2015

Previous inspection date

23 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the qualified manager has implemented secure data protection procedures. Staff teach children about online safety and effectively protect personal information about children and parents. This directly contributes to the good management of the nursery and safety of children.
- Staff benefit from regular training, which gives them continuous opportunities to enhance their teaching skills. Assessments identify children's next steps in learning and these are directly promoted in planned activities. As a result, children steadily progress in their development.
- Partnerships with parents are robust. Staff and parents regularly exchange information about children's needs. Consequently, children benefit from continuous support.
- Children learn to respect each other, protect animals and nature. They celebrate cultural backgrounds and participate in educational projects to learn about their community. As a result, children develop social values and learn about the world they live in.

### It is not yet outstanding because:

- Children's interests are not fully promoted in their daily experiences and activity planning. Therefore, their learning is not enhanced at all times.

## What the setting needs to do to improve further

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

- enhance children's learning opportunities by further incorporating their personal interests and talents in their individual planning for activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She evaluated assessments, planning and analysed the impact these have on children's learning.
- The inspector completed three joint observations of activities with the nursery manager.
- The inspector held meetings with the nursery manager and staff. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

Regular team meetings, supervision and training allow staff to evaluate and enhance the services they provide for children. The newly implemented reflective practice enables staff to continuously check that the requirements of the Early Years Foundation Stage are met. Additionally, partnerships with external professionals, such as the local authority, aid staff in implementing new ideas for the benefit of children. Staff's suitability is closely monitored and they participate in safeguarding, first-aid and food-hygiene training to minimise risks for children. Furthermore, there are robust risk assessments of play areas to enable children to play safely. Ratios are respected and children's attendance is monitored. Additionally, staff confidently document practice and know what to do if they are concerned about their own and children's welfare. Appropriate policies are shared with parents, whose views are regularly consulted. Staff understand their duty to protect children. Therefore, arrangements for safeguarding are effective.

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

Teaching is good as children learn through play. However, there is room to further promote children's interests so that they learn to their full potential. Staff demonstrate a good understanding of child development and have high expectation of children. For example, children learn to cook, speak a foreign language and to play musical instruments. Since the last inspection, staff efficiently conduct the progress check for children aged between two and three years in partnership with parents. Additionally, they now ensure younger and older children are challenged according to their ages and stages of development. As children grow older, they are introduced to direct teaching, when they appropriately learn literacy and numeracy skills, in preparation for school.

### Personal development, behaviour and welfare are good

Staff are welcoming and children's learning stimulated by well-resourced play areas. The key-person system is effective and practice is tailored to children's needs. Therefore, children are happy, comfortable and settled. Staff are good role models of positive behaviour and boost children's confidence and self-esteem with praise. Children learn to manage their personal needs as they skilfully self-serve, tidy up and manage their own hygiene. They form strong bonds with staff, peers and learn to assess their own safety as they play together. Children are provided with freshly cooked meals, drinking water and daily exercise, both indoors and in the fresh air outside. As a result, they are effectively introduced to healthy lifestyles.

### Outcomes for children are good

Children's starting points in learning are effectively identified and used to initiate their individual assessments and planning. Furthermore, the newly introduced tracking of children's development has proved a great benefit in promptly identifying and closing gaps in their learning. There are secure procedures to support children who speak English as an additional language and those who develop at lower pace or above expectations. Practice is inclusive and all children have good support to their needs.

## Setting details

<b>Unique reference number</b>	EY405834
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1011139
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Pastor Albeiro Ocampo Montoya and Dalia Ros Partnership
<b>Date of previous inspection</b>	23 January 2015
<b>Telephone number</b>	01442 247237

The Cherry Tree Bi-Lingual Day Nursery / English-Spanish was registered in 2010. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and, 3, including the deputy manager, who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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