

# Inspection of Cherrywood Nursery

The Green, Pirbright, WOKING, Surrey GU24 0JT

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Inspection date: 7 July 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children of all ages benefit from the welcoming and nurturing environment that the kind and professional staff provide. They develop secure bonds with staff and build close friendships with their peers. Babies babble happily to staff and toddlers cuddle into their key person as they wake up from their afternoon sleep. Older toddlers excitedly join in music and movement sessions and pre-school children build their confidence before their move to school, as they dress up in school uniforms and practise writing their name.

Children benefit from the strong partnerships that staff develop with their parents. These partnerships help staff to give children the individual care and attention they need to thrive and succeed in their future learning. Parents report how much they value the support that the staff offer to them and their children. They comment on the excellent communication, especially via the online application and say how well the staff know their children and closely monitor their development.

Children are very well behaved. Staff remind them about the nursery rules and behaviour expectations when they come together in key groups. Children gain positive attitudes and key skills to support the eventual move to school. For example, older children politely listen to each other without interrupting during conversations.

## **What does the early years setting do well and what does it need to do better?**

- Staff pay very close attention to promoting children's good hygiene. For example, they encourage children to wash their hands regularly and each time they sing a song, to ensure they are washing them for the recommended amount of time. Children have their food served from the kitchen on coloured plates according to their dietary requirements, but staff still check with a colleague each time, which shows the staff's robust approach to ensuring children's needs are consistently met.
- Staff report that they feel well supported, both personally and professionally. The management team clearly place an importance on staff well-being and recognise the benefits of a happy, motivated workforce on the care of the children.
- Staff are enthusiastic and knowledgeable about children's development. They know their key children well and talk about them with great affection. They plan and provide interesting experiences that help children develop the skills they will need to move to the next stage in their learning. However, at times, the intent of an activity is lost in its delivery, which means children do not always learn what staff intend them to do.
- Children's communication skills and speech are supported well. Staff lower

themselves to babies and toddlers when talking to them and are quick to respond to the sounds they use to communicate their needs. Older children sing songs, confidently share their feelings and talk about their plans for the weekend. They listen with interest to what their friends have to say, developing good conversational skills.

- Children have regular opportunities to play outside and benefit from the fresh air. Older children challenge their physical skills on two-wheeled toys and younger children watch insects through magnifying glasses with fascination. However, the organisation of the outdoor area has not been considered fully when it is divided for children's use during the COVID-19 (coronavirus) pandemic, to ensure all children have equal access to physical and exploratory play.
- The staff work well together as a team. They manage children's transitions to new rooms very well, which helps children to maintain their sense of security. Parents feel very reassured and value the consistency of care.
- The system for staff supervision and performance monitoring enables leaders to support staff in their professional development. Staff benefit from regular meetings with the manager to reflect on their practice and identify training to develop their knowledge and skills. Apprentices are well supported through their training and benefit from learning alongside the staff team.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider follows robust recruitment procedures to ensure those they employ to work with children are suitable to do so. The management team ensures that all staff have a secure understanding of how to keep children safe. Staff know how to identify when a child may be at risk of harm and how to report their concerns. They also understand the wider aspects of safeguarding, such as how to identify children at risk from extreme views and behaviours. Staff talk to children about keeping themselves safe from abuse. For example, they talk about the 'PANTS' rules created by the National Society for the Prevention of Cruelty to Children.

## **What does the setting need to do to improve?**

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

- support staff to make a clearer link between the intent and delivery of planned and spontaneous activities, to enable them to shape those activities more successfully to the learning needs of children
- review the use of the outside area during times when areas are separated for each age group, so that all children benefit from the same levels of challenge from physical and exploratory play.

## Setting details

<b>Unique reference number</b>	EY405723
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10198312
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Cherry Childcare Ltd
<b>Registered person unique reference number</b>	RP904322
<b>Telephone number</b>	01483 799 514
<b>Date of previous inspection</b>	21 December 2016

## Information about this early years setting

Cherrywood Nursery registered in 2010 and is situated in the Pirbright area of Woking in Surrey. It is open from 7.30am to 6pm, Monday to Friday for 51 weeks of the year. The nursery provides free early education for children aged two, three and four years. The nursery employs 21 staff who work directly with the children, 16 of whom hold appropriate childcare qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Nicky Hill

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk to explain how the curriculum is organised and delivered.
- Discussions were held with staff and children at appropriate times during the inspection to gather their views. Children showed the inspector what they enjoy playing with and doing at nursery. Younger children enjoyed showing the inspector a bee they had found in the garden.
- The inspector took the views of parents into account by speaking with them and reading their written comments.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the management team and looked at relevant documentation, including evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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