

Inspection of Cherrygrove Nursery

Deeds Grove, High Wycombe, Buckinghamshire HP12 3NU

Inspection date: 9 May 2025

Overall effectiveness **Good**

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 receive a warm welcome as they arrive for their day at this setting. A relaxing area has been created where parents can sit and read books to their children from the lending library. Staff know the children well, they gather information from parents to ensure they are meeting children's individual needs. As a result, children have strong relationships with staff, this makes them feel safe and secure.

Staff have high expectations for all children, this includes children with special educational needs and/or disabilities. Leaders have created an ambitious, sequenced curriculum that prepares children for the next stage in their learning. Staff plan activities around children's interests that engage them and cover all the areas of learning. Children show a positive attitude towards their learning.

Staff are good role models and children behave well. Gentle reminders support children's understanding of what is expected of them. Children play well alongside and with each other. Older children develop positive friendships with other children and, with support from staff, are able to share and take turns. For example, children work well together to transfer water from one container to another. They wait their turn and show delight as the water drips from the bowl.

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

- Regular observations and assessments of children mean staff are clear about what children know and what they want them to learn next. This also identifies if there are gaps in children's learning. This means children make good progress from their starting points.
- Leaders and managers have good oversight of the setting. One-to-one supervision meetings and regular observations of staff practice, provide staff with feedback on what they do well, and advice on where they can adapt practice to further improve children's experiences. Staff report that they are happy and feel supported.
- Overall, children's communication and language is supported well. Staff model conversation skills that children copy as they engage in two-way conversations with their friends. Staff talk to children about what they are doing and ask questions to make them think and extend their learning. However, at times, staff do not give younger children time to think and respond to questions. As a result, not all children benefit from the same high-quality interactions to support their progress in communication.
- Children are developing a love of books and reading. Staff bring books alive and include children in the story telling. For example, children excitedly copy the actions of staff as they act out 'We're Going On A Bear Hunt'. Children recall the

story and finish sentences. They run and scream with delight as they find the 'bear'.

- Staff weave mathematical language into children's activities and play. For example, staff ask children which dinosaurs are bigger or smaller. Older children concentrate as they find the corresponding quantities to the number in a puzzle. This means that children are starting to understand simple mathematical concepts.
- Staff incorporate opportunities for children to develop their independence skills throughout the day. For example, older children manage their self-care needs and self-serve their lunches. This helps them develop the skills needed for their move to school.
- Overall, staff interact well with children. They provide them with gentle reminders about what is happening next. However, staff do not always consider their interactions with younger children in order for them to understand a change in activities. For instance, staff regularly pick-up children to move them without prior warning. This means, that during these times, children are not prepared for what is happening next.
- Children learn about leading a healthy lifestyle. Staff plan for children to have ample time outdoors. They excitedly explore the wide range of activities. Younger children use soft play equipment to pull themselves up into standing positions. Older children skilfully ride bikes, negotiating the space available to them. Staff talk to the children about healthy eating and the importance of oral hygiene.
- Partnerships with parents are good. Parents report that their children 'love' attending the setting. They appreciate the feedback they receive from the 'warm' and 'friendly' staff. Staff share observations and their child's next steps with parents including information on how parents can support their child's development at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed the recent training that staff have received to further develop their understanding of how to support communication and language skills for all children
- improve the effectiveness of staff interactions so that younger children consistently benefit from positive engagement and support.

Setting details

Unique reference number	EY267900
Local authority	Buckinghamshire
Inspection number	10393269
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	58
Name of registered person	Cherry Childcare Limited
Registered person unique reference number	RP904322
Telephone number	01494 464564
Date of previous inspection	18 October 2019

Information about this early years setting

Cherrygrove Nursery registered in 2003. The nursery is open Monday to Friday, from 7.30am until 6.30pm. It accepts funding for the provision of free early education for children aged two, three and four years. The nursery employs 14 members of staff. Of these, 10 hold relevant qualifications.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed 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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