



Quality Provision Policy

Statement of intent

At Cherish Childcare we are committed to providing high-quality care and education for every child. We recognise that the quality of children's everyday experiences, relationships, environment and teaching has a direct impact on their wellbeing, development and future outcomes.

Quality is not treated as a one-off inspection activity. It is embedded through reflective practice, strong leadership, staff development, partnership with families, careful assessment of children's needs and continuous evaluation of what is working well and what can be improved.

Our quality principles

- high expectations for every child, while recognising individual starting points, strengths, needs and circumstances;
- warm, responsive and secure relationships that help children feel safe, confident, valued and ready to learn;
- a curriculum that reflects the EYFS educational programmes and the seven areas of learning and development;
- learning experiences that are purposeful, developmentally appropriate and responsive to children's interests and needs;
- inclusive practice that identifies barriers early and provides appropriate support, adaptations and challenge;
- a safe, well-organised and stimulating environment indoors and outdoors;
- skilled, knowledgeable practitioners who understand child development, pedagogy and the needs of the children they care for;
- strong partnerships with parents and carers; and
- continuous reflection, evaluation and improvement across the whole setting.

This policy was adopted on	Signed on behalf of the nursery	Date for review
1 September 2026	Cherish Childcare	1 September 2027



The Cherish Approach to Quality

At Cherish Childcare, quality is shaped by The Cherish Approach - our distinctive way of ensuring children, families and practitioners feel seen, valued and chosen. We use children's interests, communication, family experiences and individual needs to shape meaningful learning; build strong partnerships with families; create inclusive and responsive environments; support practitioners to use professional judgement and grow as leaders; and use our local community as an extension of children's learning. The Cherish Approach helps us ensure that our values are visible in everyday practice, not simply stated in policy.

Curriculum and teaching

- The EYFS learning and development requirements are embedded within our curriculum and everyday practice.
- Practitioners use their knowledge of the children to plan meaningful experiences rather than relying on activities for their own sake.
- Children's interests, communication, family experiences, development and individual needs inform planning and interaction.
- Practitioners know what they want children to learn and use play, conversation, modelling, demonstration, questioning and shared experiences to support progress.
- Children are given time to explore, repeat, practise and deepen learning.
- The curriculum is adapted where necessary for children with SEND, communication needs, English as an additional language or other individual needs.

Observation, assessment and progress

Assessment is used to understand children and improve provision. It is proportionate and does not create unnecessary paperwork.

- Practitioners observe children during normal play and routines and use what they know to decide how best to support learning and development.
- Children's progress is considered in relation to their individual starting points rather than through comparison alone.

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- Statutory assessment requirements, including the Progress Check at Age Two where applicable, are completed in accordance with the EYFS.
- Where progress is less than expected, staff act promptly, work with parents/carers and involve the SENCO or other professionals where appropriate.
- Assessment information is used to evaluate whether teaching, interventions, routines and the environment are having the intended impact.

Quality of interactions and relationships

- Staff build secure relationships through the key-person approach and sensitive, consistent care.
- Practitioners listen to children, respond to their communication and follow their interests while introducing new ideas and vocabulary.
- Children's behaviour is understood in the context of development, communication and emotional need, with co-regulation and positive support used consistently.
- Staff model respectful, inclusive and thoughtful interactions with children, families and colleagues.
- Children's views, choices and non-verbal communication are taken seriously.

Environment, resources and safety

- Indoor and outdoor environments are organised so children can access appropriate resources, make choices and develop independence.
- Resources are checked routinely and removed from use where damaged, unsuitable or unsafe.
- Risk assessment supports safe exploration and appropriate challenge rather than removing all manageable risk.
- The environment is reviewed in response to children's needs, interests, behaviour, SEND and patterns observed in practice.
- Safeguarding and welfare requirements are embedded in everyday provision and linked to the setting's relevant policies and procedures.

Staff knowledge, deployment and professional development

- Staff are deployed according to children's needs, safeguarding requirements, ratios and the activities taking place.

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- Management identifies training and development needs through induction, supervision, observation of practice, staff discussion and children's outcomes.
- Continuing professional development is linked wherever possible to an identified need in the setting or the needs of particular children.
- The impact of training is considered through changes in staff knowledge, confidence, practice and outcomes for children.
- Staff are encouraged to share expertise, observe good practice, reflect together and support colleagues to improve.
- New or less experienced practitioners receive appropriate mentoring, guidance and monitoring.

Leadership, supervision and reflective practice

- Regular supervision provides staff with opportunities to discuss children's development and wellbeing, safeguarding, workload, professional development and any concerns about practice.
- Management carries out observations of practice and gives constructive feedback.
- Peer observation and professional discussion may be used to share effective practice and identify areas for development.
- Leaders monitor whether policies and agreed procedures are being implemented in everyday practice.
- Where weaknesses are identified, clear actions, responsibilities and review points are agreed.

Partnership with parents and carers

- Parents and carers are treated as partners and their knowledge of their child is valued.
- Staff share information about children's learning, development, wellbeing and significant experiences.
- Families are encouraged to share children's interests, achievements, routines, culture, language and experiences from home.
- Parents/carers are invited to provide feedback and contribute to the development of provision.
- Where concerns arise, staff aim to work openly with families and agree practical next steps.

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Quality improvement and evaluation

Cherish Childcare uses an ongoing cycle of evaluation and improvement rather than waiting for external inspection.

- Management reviews strengths and priorities across curriculum, teaching, safeguarding, SEND, behaviour, care routines, environment, staffing and leadership.
- Evidence may include observations of practice, supervision records, children's progress, parent feedback, staff feedback, incidents, complaints, safeguarding audits, training impact and external professional advice.
- Improvement priorities are translated into practical actions with clear responsibility and timescales.
- Actions are reviewed to establish whether they have improved children's experiences or outcomes.
- External advice and inspection findings are used constructively as one source of evidence alongside the setting's own evaluation.

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