

# Cherry Tots Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253540
<b>Inspection date</b>	13/05/2009
<b>Inspector</b>	Ann Taylor
<b>Setting address</b>	Cherry Willingham CP School, Lime Grove, Cherry Willingham, Lincoln, Lincolnshire, LN3 4BD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Cherry Tots Pre-school has been registered since 1975. It operates from a classroom in the Key Stage 1 building of Cherry Willingham Primary school. The room is for the sole use of the group during its opening hours and there is a secure garden with covered area. The pre-school has use of the school hall. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each morning from 09.00 until 12.00 and each afternoon, except Friday, from 12.30 until 15.00 hours, during term time. Access for those with restricted mobility is good and there is a portable ramp available. The pre-school supports children with learning difficulties and/or disabilities and those with English as an additional language. It is placed on the compulsory and voluntary parts of the Childcare register, as well as the Early Years Register. However, there are no older children on roll and no current plans to provide for children older than five years of age.

There are currently 54 children on roll. This includes 43 children receiving funding for early education. It takes children from two to five years of age. Children attend for a variety of sessions each week. The pre-school serves the village and surrounding area. Seven part-time staff work with the children. Of these, six hold NVQ Level 3 qualifications with and one member of staff currently working towards this. The pre-school receives support and advice from the local authority's Under 5s adviser.

## Overall effectiveness of the early years provision

The quality of provision is good and it meets the needs of the early years children well. All children, regardless of background or ability, are treated fairly and equally. Working relationships with parents are good. Staff have a secure understanding of the principles of the Early Years Foundation Stage, which enables them to provide effectively for the children's learning. There has been good progress and continuous improvement since the previous inspection, ensuring a good capacity to improve in the future.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the early reading, writing and number skills of the older children, in order to help their move to formal schooling
- provide more focus to the times on the carpet in order to help children learn their letters and sounds, and assess the progress they are making.

## **The leadership and management of the early years provision**

An experienced manager working with a stable staff team ensures this is a well run pre-school. Self-evaluation is good. Leaders accurately know what the club does well and have a good instinct for knowing areas it needs to work on. For example, the manager has already identified that children needed more encouragement with their writing and ordered new exercise books as a result. All checks and systems are in place to ensure children are kept safe and secure. Good attention is paid to medical issues, for example, in dispensing medicines. Staff all have current First Aid certificates and more specialised training is already booked. A concerted programme of training last year has seen staff well prepared and knowledgeable about the principles behind the Early Years Foundation Stage. Good use is made of others in helping to provide an independent view; for example, periodical risk assessments are completed by the Chair of the Management Committee. There are good relationships with parents. The 'All About Me' bag is completed enthusiastically, often with some degree of fine detail, and both children and parents enjoy this task. It provides pre-school with a good understanding of the important things in the child's home life. In addition, parents understand how their child is learning and progressing because individual learning plans are shared and discussed with them. The pre-school has a productive working relationship with the local authority and specialist support agencies. Established pastoral links with the school ensure children settle well, but links with regard to enhancing children's learning and development are less secure.

## **The quality and standards of the early years provision**

Children make good progress in their development towards achieving the early learning goals. This is because of the wide range of practical, creative and imaginative experiences provided for them. This is further enhanced by layers of detailed relevant planning, complemented with enhancement sheets which suggest a range of resources to choose from, ensuring a good variety. There is a good range of children's work displayed on the walls, showing some relevant links to carefully chosen topics, such as that displaying work on different festivals. Each child's key worker completes some very detailed assessments, which are then used to move each child on to the next stage in their learning. There is lots of informal discussion and tailoring of activities to meet individual children's needs, but no regular overview or analysis of how successful the pre-school is in meeting each area of learning for the group as a whole in order to identify potentially less successful areas early enough. Children enjoy playing outside, for example, learning to sort things into two's or counting them out. They enjoy playing with hoops in the hall and this also helps them become more familiar and confident with the school building.

More emphasis has recently been given to encouraging children to enjoy books. After snack time, they all enjoy a book each and staff ask questions about the picture books provided. Children have completed some good work on healthy eating and enjoy their fruit snack, or something more substantial and warming in the winter time. However, their involvement is limited in choosing the menu,

preparing the food and in activities like washing up afterwards. Whilst children clearly feel a sense of belonging here, few have special jobs they can take a pride in doing. Children receive a good amount of guidance on understanding how to be safe, for example, knowing the people they can trust and who help them. Time spent on the carpet provides well for children's personal and social development and is satisfactory for their learning. Opportunities to engage children in letters, sounds and, for the older ones, how they blend together, are not always taken. The 'Letter of the week' is not as high profile as it could be and the corner not well enough resourced, with items beginning with n for example or a letter line, to really engage children's interest. Within a framework of good assessment systems, chances to record children's speaking and listening skills are missed. Older, afternoon, children enjoy the same varied range of activities as the younger ones do. This serves them well in many ways, especially in helping their levels of maturity, for example, through having their packed lunch at pre-school. However, it does mean that early reading, writing and numeracy skills are not provided for or encouraged as much as they might be, especially in order to help them when they move to full-time school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met