

Cherry Tree Pre-School (Warminster)

Inspection report for early years provision

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Inspector Catherine Louise Sample

Setting address The Community Centre, Firbank Crescent, Warminster,
Wiltshire, BA12 0BY
Telephone number 01985 222488
Email cherrytreepreschool@hotmail.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Cherry Tree Pre-school opened in 1969. It is situated in the easily accessible Community Centre on army quarters on the outskirts of Warminster. The pre-school serves the army community and is managed by a committee of Army Welfare representatives and parents. The pre-school is open from 9.15am to 12pm every week day during term time. A lunch club takes place on Tuesdays and Thursdays from 12pm to 1pm.

The pre-school is registered on the Early Years Register to care for a total of 26 children from three to five years of age. There are currently 20 children on roll, of whom 19 receive nursery funding. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, of whom four hold an early years qualification and two are currently training. The group receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in the care of well-qualified and experienced staff who ensure that each child can play a full role in activities whatever their stage of development or background. Staff and parents work in close partnership to ensure that children's unique needs are recognised and met. The pre-school monitors and evaluates the quality of the provision and staff share a commitment to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment

The effectiveness of leadership and management of the early years provision

Children benefit from the efficient maintenance of all necessary records and the effective implementation of a varied range of regularly updated policies and procedures. Staff are managed well and work successfully as a team. They have a sound grasp of child protection issues and robust recruitment procedures ensure that all staff are suitable to work with children. Daily safety checks and full risk assessments for the premises and for outings ensure that children are kept safe at

all times. Resources are organised to ensure that children can access them easily. They are stored in boxes on trolleys and children confidently help themselves to various toys and equipment. Children can move freely between the hall and the outdoor play area. However, the range of resources freely available to children outside is less comprehensive and, as a result, the area provides a less stimulating learning environment than indoors. Staff are all qualified or currently training and have regular opportunities to attend additional training. They play a full role in monitoring and evaluating the provision and feedback is also sought from parents and children.

Children's unique needs are fully met due to the effective relationship between staff and parents. Information is exchanged in a variety of different ways, including regular face to face meetings, and parents find staff approachable and supportive. Parents are given ideas of how to support their children's learning at home and have good opportunities to give feedback about the pre-school. Staff work closely with parents and other agencies when children have additional needs to ensure that they can take any extra steps needed to fully include the child in the setting. They also share information with other providers where children attend more than one setting. Children are learning about the wider society by using a wide range of resources that promote diversity including instruments, dressing up clothes, dolls, books and small world toys. They are learning about the festivals celebrated by families that attend the setting and parents are encouraged to share information about their cultural background. The prospectus has been translated into Nepalese and staff are planning to have the regular newsletters translated too.

The quality and standards of the early years provision and outcomes for children

Children are learning about healthy lifestyles as they prepare and eat fruit and vegetables for snack and help themselves to drinks of water or milk. They talk about their bodies and being healthy when they pretend to be doctors and nurses in the role-play area. They follow hygienic hand washing routines and know why these are necessary. They are also learning to stay safe. The premises provide a safe and secure environment which allows children to develop their confidence and move around with assurance. They are regularly reminded of safety rules by staff. They are learning about road safety as they wear fluorescent tabards and discuss how to cross the road when they go out to the shop. Children are good at sharing and taking turns and help one another with activities such as walking on the balance beams.

Children enjoy taking part in a well-balanced range of child-led and planned activities. They are eager to take part in activities such as cooking and going to the shop to buy milk. They are developing many independent skills such as preparing their own snacks and tidying up and understand the golden rules set for their behaviour. They are confident speakers who chat to one another and to adults about what they are doing and are regularly praised for being good listeners. They enjoy exploring the texture of compost and have previously planted flowers and successfully hatched butterflies from caterpillars. Staff know the children well and therefore can support their learning effectively. They make ongoing observations

of their progress and use these to identify the next steps that each child needs to take. This information is used at weekly planning meetings to ensure that planned activities provide the challenge required for each child to continue to make progress.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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