



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309267

DfES Number: 525729

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cherry Tree Pre-School
Setting Address Cherry Crescent Community Centre
Rawtenstall
Rossendale
Lancashire
BB4 6DS

REGISTERED PROVIDER DETAILS

Name The Committee of Cherry Tree Pre-School

ORGANISATION DETAILS

Name Cherry Tree Pre-School
Address Cherry Crescent Community Centre
Cherry Crescent
Rossendale
Lancashire
BB4 6DS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cherry Trees Pre-school operates from the hall of a wooden building on an estate in Rawtenstall and serves the local community. There is an enclosed outside play area at the rear of the building.

There are currently 30 children on register between the ages of two and four years. This includes 25 funded children.

The group opens Monday to Friday from 8:30am to 12:30pm all year round apart from a week at Christmas, a week at Easter and two weeks during the summer holidays.

There are four members of staff, all of whom have early years qualifications. The setting caters for children with special educational needs.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Cherry Tree Pre-School provides high-quality nursery education. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the early learning goals. Planning is thorough. Staff have put effective planning systems in place, linked closely to assessments of the children's attainment and progress which ensures that the activities planned build on what the children already know. The pre-school is well resourced, particularly book provision. Staff challenge the children effectively and use appropriate methods to encourage both the three and four year olds to learn and make progress. Close liaison between the staff, parents and outside agencies ensures that children with special educational needs are supported very well.

Leadership and management is very good. Staff work very well as a team. The manager works closely with the staff and children on a regular basis. Staff meet regularly to discuss their strengths, weaknesses and possible training needs. However, this is not currently recorded or systematic. All staff attend any training that is available and are committed to the maintenance of current high standards.

Partnership with parents is strong. They are provided with very good quality information about the setting, its provision, staff and the areas of learning. Staff encourage parents to extend children's learning at home. Parents are very well informed about their child's achievements and progress and are encouraged to share what they know about their child.

What is being done well?

- The programme of learning for all areas are very good, with no weaknesses.
- Activities planned are exciting and stimulating for the children and they are developing a love of learning.
- Staff work very well as a team. They are cheerful and work alongside the children, supporting and challenging them appropriately as they learn.
- Partnership with parents is strong. Parents are very involved in their child's learning and are well informed about their progress towards the early learning goals.
- Children with special educational needs are very well supported.

What needs to be improved?

- the current system for monitoring and evaluating the educational provision, partnership with parents and the quality of teaching to ensure that the current

high standards are maintained.

What has improved since the last inspection?

Following the last inspection, the staff were asked to work on one point for consideration. Progress has been very good. They have made improvements to the program for the development of the children's physical skills to ensure that there is a clear progression in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children enter the setting keen, eager and motivated to learn. They are confident to sing for the whole group and talk about their favourite activities in their pre-school day. The children are forming very good relationships with each other, greeting each other cheerfully and taking turns in the sand. Behaviour is very good overall. The children are developing a high level of independence when putting on their own coats and aprons for water play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children listen entranced to stories. They use a wide vocabulary to describe fireworks. They enjoy a wide range of role play opportunities, taking on the roles of adults in their play. Reading skills are developing well, making regular use of the library books and reading simple words from around the room. Writing skills are developing well. The children are beginning to write in their role play and are forming recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children use numbers to ten and beyond in their play. They count reliably when making caterpillars and are able to count the number of fish they have caught in the water. The children are beginning to develop an understanding of addition and subtraction when playing snakes and ladders. They know a wide range of number rhymes and songs which are used well to support their learning. The children use the language of size in the dough and recognise simple shapes with ease.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children explore and investigate the properties of a wide range of natural materials. They delight when playing in the snow outside and bring it in to watch it melt. The children design and make their own caterpillars. They use a wide range of technology in their play. The children are beginning to know about their own cultures and beliefs and those of others when looking at places of worship in the local area.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children's climbing skills are developing well on the climbing frame. They move like butterflies with ease and negotiate space successfully when playing ring games outside. The children are learning about parts of their bodies. They use a variety of tools and materials. The children can pour with accuracy and cut vegetables with knives to make soup.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children explore with colour mixing. They enjoy using a wide range of materials including junk modelling which they use creatively. The children enjoy music making, tapping out rhythms with chopsticks and playing in their own orchestra. The children respond to a variety of textures in their play and choose from a wide range of materials that stimulate their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- formalise the current system for monitoring and evaluating the educational provision, partnership with parents and the quality of teaching to ensure that the current high standards are maintained.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.