

Cherry Orchard Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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 Orchard Pre-School has been privately owned since 2010. It operates from St Mark's Church Hall in the Cherry Orchard area of Worcester and has enclosed areas for children's outdoor play. The pre-school serves the local area and is open Monday to Friday in school term times from 9.15am until 12.15pm.

The pre-school is registered on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 23 children aged from two to under five years on roll. The pre-school currently supports several children with special educational needs and/or disabilities and those who speak English as an additional language.

Seven staff, including the provider, work with the children. Of these, five have appropriate qualifications to National Vocational Qualifications Level 3 or 2. One member of staff is working towards a Level 3 qualification. The pre-school provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy coming to pre-school and overall make satisfactory progress. Inconsistencies in assessment, planning and staff's understanding of the Early Years Foundation Stage result in some weaknesses in fully promoting children's learning and development needs. However, the new manager has introduced new systems to support staff and to promote more effective planning and organisation of activities. The provider also shows a determination to maintain continuous improvement. She has introduced appropriate systems to help her and the manager monitor the pre-school's effectiveness and to follow up identified areas for development, including ensuring staff development and training are directed towards priority areas such as safeguarding and children's learning and development.

What steps need to be taken to improve provision further?

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

- improve the use of observational assessment to plan to meet individual children's needs
- improve the planning and organisation of sessions to ensure each child safely receives an enjoyable and challenging learning and development experience, that is tailored to their individual needs
- improve staff's knowledge of the six areas of learning covered by the early learning goals for children in the Early Years Foundation Stage
- improve the educational programme to provide rewarding outdoor and physical activities and to help children effectively use information and

- communication technology
- improve the steps taken to prevent the spread of infection when children are washing their hands.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The pre-school has clear safeguarding policies and procedures, which the provider and manager in particular understand, including what action to take if they have concerns about a child, or if an allegation of abuse is made against a member of staff. The provider, manager and most of the staff have attended up-to-date safeguarding training and the group's safeguarding role is explained to parents as part of the information they receive when their child joins. Children's welfare is further supported as staff recruitment and vetting procedures, ensure adults are suitable and have the qualifications and experience to work with children. Records are kept of staff's and volunteers' Criminal Records Bureau checks. The pre-school also obtains all required agreements and information about children and their families before a child starts, so staff know who may have legal contact with a child and who has parental responsibility for them.

The leadership and management of the pre-school are satisfactory. Since registration the provider has shown a determination to improve the provision, including initiating regular monitoring and development of health and safety procedures and by reviewing and updating all policies. The outcomes of an Early Childhood Environment Rating Scale assessment have, in the main, been addressed and the new manager is attending relevant training, to enable her to continue assessing how well standards are being maintained. She clearly understands her responsibilities and is working with the provider to identify and support staff development needs and to prioritise improving the planning and organising of activities. Children like coming to pre-school as staff create a comfortable and often inviting environment for their care and learning. Parents are encouraged to share information about their child to help staff to get to know them and to provide familiar toys and activities when they start. However, not all staff are fully aware of the Early Years Foundation Stage learning and development requirements. This results in inconsistencies in children's achievements because the pre-school is not fully reflecting their individual learning styles and abilities in activities and staff do not always make the best use of resources. As a result some aspects of the provision, including information technology, physical activities and outdoor play are under-used and some activities are not sufficiently challenging.

Children benefit from the pre-school's increasingly effective partnership with parents and carers. New parents are encouraged to visit the setting and are given helpful information about the pre-school, including copies of key policies. Newsletters and an informative parents' notice board keeps families up-to-date with staffing, activities in pre-school, special events and celebrations. Parents have daily feedback about their child's activities and are encouraged to share news about their child's experiences and achievements at home. The pre-school also has

appropriate systems for encouraging partnership working with the other settings some children attend.

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

Children generally enjoy learning and make satisfactory progress. The manager and staff are welcoming, encouraging and often join in children's activities to help them remain involved and interested. However, there are times when children lose interest in an activity, such as the computer, because there is no one to show them what to do. Adults also do not consistently consolidate and develop children's understanding and skills, for instance during physical play outside or during some exploratory and construction play. Sometimes when children are dressing up and acting out roles, opportunities are missed to follow up their interests or to extend their understanding. For example, when children decide to act out going on a journey, there is limited adult input to extend their understanding of travel arrangements and journeys. On other occasions, staff and volunteers do extend children's ideas. For example, an adult helps children to really enjoy sustained play, as they have an elaborate 'picnic' and other staff encourage children's appreciation of different sounds and textures as they explore pasta and natural and other materials depicting autumn.

There are inconsistencies in assessment which mean that staff do not have a thorough understanding of each child's stage of development or of their individual learning styles or needs. As a result there are limited links between assessment and planning. However, the new manager has taken prompt steps to start to address this. She has devised a long term plan with clear objectives in each area of learning and given each member of staff helpful guidelines and information to enable them to develop confidence and skill in assessment and planning. This includes carrying out regular observations on children in their key person group and using the information to devise individual plans. Support for children with special educational needs and/or disabilities and for children who speak English as an additional language is satisfactory. The manager is confident about identifying and promoting the care and development of these children and to support staff in working effectively with parents and other agencies.

Children develop satisfactory skills for the future. The majority soon settle to activities on arrival. They concentrate and persevere more successfully when an adult joins in their activities, and sometimes they play independently. Staff provide some opportunities for children to make decisions, for example, when they help themselves to their drinks and snacks. Children, in the main behave well and usually play harmoniously. Topics, activities, discussions and resources are used satisfactorily to promote their awareness of the wider community and diversity. For example, during Diwali they enjoy different art and craft activities and the story of Rama and Sita. Parents are encouraged to come in and talk to the children about aspects of their culture and customs, and children are becoming involved in some community and fundraising activities such as 'Children in Need'.

Children's speech and language is satisfactorily promoted. For example, whilst

busily drawing pictures a member of staff and a small group of children have an entertaining conversation about their pets. During circle times a gentle reminder or the use of a puppet such as 'Eric' helps children to listen and take turns in speaking, but not all staff actively encourage these skills, so that at other times some children are easily distracted during group discussions. They enjoy counting for a purpose, such as the numbers of children present, and are aware of different colours and shapes. Children play with puzzles and construction toys but staff do not consistently consolidate and extend children's problem solving and reasoning. Children like investigating different textures and materials, exploring sand, water and paint and using magnifying glasses to observe. There are, however, limited meaningful opportunities for them to use information technology to support their learning. Children are quite creative and imaginative. In particular, they like singing, role play, dressing up, painting and drawing.

Children's welfare is effectively promoted. Their care, health, dietary and cultural needs are understood and effectively met at pre-school. Children have prompt appropriate treatment from first aid trained staff, if they have an accident or become unwell. Suitable medication procedures are in place and adequate records are kept of accidents and incidents which are discussed with parents. Children develop some awareness of the importance of healthy lifestyles as they choose fruit or vegetables, as well as toast or an occasional biscuit at snack time. Fresh water is available to drink during the session. They know when they should wash their hands, but current arrangements for using a bowl of water for hand washing before snack time, does not promote children's full appreciation of good hygiene. Children have opportunities to go outside but outdoor areas are not fully utilised and activities are not always well-organised to foster their physical skills and awareness of the benefits of exercise.

Children are kept safe as the premises are secure and free from hazards. Risk assessments and regular checks are effectively used to monitor safety and to reduce risks. Most children feel emotionally secure in the pre-school and staff sensitively reassure them. Children have a satisfactory awareness of safety, including taking part in regular practise emergency evacuations and activities focussing on, for example, road safety and their own personal well-being. However, staff do not always talk to children about the safest way to use play equipment or how to move safely around the premises.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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