

Cherry Trees Playgroup

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 Trees play group was registered in 2010. It is run by a voluntary committee and operates from two rooms in St Andrew's Church Hall in the Prestwich area of Bury, Greater Manchester. There is a fully enclosed outdoor play area. A maximum of 40 children may attend at any one time. There are currently 31 children attending who are within the early years age range.

The group is open Monday, Tuesday, Thursday and Friday during term times from 9.15am to 2.15pm. Children are able to attend for a variety of sessions.

The group has seven members of staff who work with the children. All members of staff hold appropriate early years qualifications to level two and three. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Close attention is paid to most of the welfare, learning and development needs of children. A wide range of stimulating activities helps children make good progress in their learning. Inclusive practice is promoted well with all children being valued and respected as individuals. Partnerships with parents are good and links with other settings delivering the Early Years Foundation Stage are established to promote consistency and continuity. The staff assess the provision to identify areas for development and demonstrate the capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- improve parents to contribution to children's assessments by involving them in identifying starting points and link assessments to the elements of the framework to help track progress towards the early learning goals
- develop further procedures to check the existing staff remain suitable to care for children.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive understanding of safeguarding issues and how to protect children in their care. They are aware of the signs and symptoms of abuse and the required steps to take should they have any concerns. They are familiar with the procedures to follow should an allegation be made against a member of staff. Risk assessments are in place for both the indoor and outdoor environment to minimise hazards to children. All staff have Criminal Records Bureau Disclosures to ensure they are suitable to work with children. However, vetting procedures to

check existing staff remain suitable are not fully developed. Registers maintain an accurate record of children's attendance and correct ratios are consistently maintained.

Systems are in place to support staff in their professional development and identify any training needs. The group are keen to make ongoing and continuous improvements. Areas for future development are identified through self evaluation of their practice and advice from other early years practitioners. Contacts are established with other early years' professionals to share information and make links in order to compliment children's overall development.

Partnerships with parents and carers are good. Parents receive a welcome pack which contains information regarding the policies and procedures and complete the required records and written consents. Effective systems are used to exchange information on a regular basis. These include emails, notice boards, open evenings and a parents committee. Staff share what the children are doing through discussion and the individual development records are always available to parents. However, although parents complete 'Here I come' and 'Help us to settle your child' documents, these do not sufficiently identify children's starting points on admission to the group. Staff support parents with extending learning at home by sending home ideas for further activities to encourage their child. Parents speak highly of the group. This is reflected in comments, such as 'staff are absolutely wonderful' and 'children love coming'.

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

A secure knowledge of the Early Years Foundation Stage enables staff to meet the needs of all children and support their learning. They observe and assess children in their play and use this information to inform planning and help them predict the next stages of learning. As starting points are not identified and assessments are not linked to the elements of the framework staff are unable to measure children's progress towards the early learning goals and ensure children are sufficiently challenged.

A wide range of resources are available to stimulate the children's thinking. These are organised for independent access enabling children to make decisions about their play. Adult-led activities are well planned and organised to meet the needs of all children. Children enjoy a variety of art and craft activities, such as painting which helps to develop early mark making skills. They can explore with a range of different textures and materials enabling them to develop their creative talents. Children make snowmen from plastic bottles and cotton wool and squirrels with feathers and shiny paper. Writing materials, such as paper, pencils and crayons are readily available and children take 'messages' and write 'shopping lists' in the role play area. Children are able to use their imagination as they play in a variety of scenarios including the hospital or cafe.

Children communicate well and are able to express themselves clearly. Story time and singing sessions are very popular with children being absorbed as they listen

and join in. Such activities develop good concentration, their ability to listen, memory skills, a love of books and extend their vocabulary. Children learn to count in everyday situations, such as the number of children round the table for snack and match lotto cards and colours and shapes. There are resources and planned activities to reflect gender, cultural diversity and disability. Children explore different festivals and celebrations. They enjoy traditional honey cake for Jewish New Year, sing Eid songs and make lamps for Diwali. Such activities encourage children to consider the wider world in which they live.

Balanced and nutritious snacks are provided for children to promote healthy options. Parents are provided with information about suitable contents and the safe storage of foods in lunch boxes in order to promote children's good health. Children wash their hands before eating and after using the toilet to minimise the risk of cross-infection. They have free-flow access to outdoor play to enable them to enjoy fresh air and exercise throughout the day. For instance, they play on a variety of equipment such as wheeled toys, climbing frames and balancing beams in the garden. This enables them to learn to manoeuvre, climb, balance, coordinate their bodies and build up their stamina.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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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