

# Cherry Tree Pre-School

Inspection report for early years provision

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**Unique reference number** 309267  
**Inspection date** 30/11/2011  
**Inspector** Karen McWilliam

**Setting address** Cherry Crescent Community Centre, Cherry Crescent,  
Rawtenstall, Rossendale, LANCASHIRE, BB4 6DL

**Telephone number** 01706 229 153

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**Type of setting** Childcare - Non-Domestic

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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 was registered in 1993. It operates from a detached wooden building in the Rawstentall area of Rossendale. Children have access to an enclosed outdoor play area. The pre-school opens each week day from 9am to 12 noon term time only.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at one time. There are currently 25 children aged two to under five years on roll.

There are four members of staff, three of whom hold early years qualification to level 3 and one staff member holds a level 2 qualification. One member of staff has achieved a degree in childcare. The pre-school provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs makes sure that staff promote children's welfare and learning well. Children are safe and secure and enjoy learning about their local area and the world around them. The partnerships with parents, the local school and other agencies are a key strength and are significant in making sure that the needs of all children are met. Most systems and resources support children's progress and learning. This means that children progress well, given their age, ability and starting points. A clear vision by the manager and staff ensure priorities for development are identified and acted on.

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

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

- improve the recording of risk assessments to include everything a child comes into contact with
- use assessment more effectively to plan the next steps in a child's developmental progress and review it regularly.

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

Children are safeguarded and well-protected in the setting because the staff have a good knowledge of local safeguarding procedures. The manager ensures all staff are well informed about child protection and she has the appropriate contact details available should she be concerned about a child. Children are also further protected because the nursery keeps good records including accident, medication

and attendance records. Daily checklists of the premises are conducted; however, risk assessments do not cover everything a child comes into contact with. This means that the risks to children are not fully minimised.

The manager has a clear sense of purpose and ensures this vision is cascaded to the dedicated staff team to ensure the environment is well organised and stimulating. Children are encouraged to make choices. For example, children choose resources to play at being policemen and they assign and act out the roles. Consequently, children are active participants in their learning, thrive and make progress. There is a good range of resources for children to choose from including construction, small world toys and sensory objects and these effectively challenge and stimulate children. Continuous professional development is a priority for the setting resulting in a knowledgeable team who are focussed on promoting positive outcomes for children. The manager and staff team constantly evaluate their provision to ensure targets for future improvements are identified and acted upon. For example, staff observed that some boys were not using the book area appropriately and sometimes disrupted the learning experiences of others. The staff changed the areas around and as a result children now sit and look at books peacefully. The setting has addressed some of their previous recommendations. For example, parents now attend termly reviews to discuss their child's progress.

The setting forms close relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. The staff and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning. Partnerships with other professionals are well established. The setting works extremely closely with other practitioners during children's transitions into new settings. Therefore, children are very well supported as they move on to their new nursery or school.

Children are learning to develop positive attitudes towards themselves and others. This is because the setting has some resources that promote diversity and they celebrate a range of festivals to teach the children about other cultures and beliefs.

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

Staff naturally and spontaneously promote the six areas of learning. They use every opportunity to incorporate problem solving, numeracy and reasoning into children's every day experiences. For example, staff ask children to count how many plates are needed for snack and then ask them to choose the colour of a cup and match it to the plate. There are plenty of opportunities for children to express their ideas creatively. The setting has a paint table, mark making and a creative table. Children sit and listen attentively to a story about a teddy then discuss the pictures. They learn to link sounds and letters through identifying the initial letter of objects brought in from home, such as 'e' for egg. Children's understanding of the wider world is promoted well when they collect frog spawn from the local school then discuss the life cycle of frogs, or enjoy food tasting activities as they

celebrate Eid. Children learn about caring for other living things and sharing new experiences when their parents bring in their pets, such as kittens, a lamb and a barn owl. Children have access to telephones, shopping tills and can choose programs on the computer. Therefore, they are developing good skills for the future. Observation, planning and assessment systems have recently been revised. Although the setting plans challenging and stimulating activities, planning for children's individual next steps are not always clear. Therefore, staff are not maximising opportunities to support individual children's progression towards the early learning goals.

All children have access to fresh air and exercise on a daily basis using a wide variety of equipment which successfully promotes their health and well-being. They learn to balance as they carefully negotiate the available space on stilts. Children develop their physical skills on the more challenging equipment as they play on the climbing frame. They learn new skills as they persevere until they accomplish threading some bobbins. They learn to make healthy choices as they choose between pieces of orange, grapes, apple, pear or carrot sticks. Children pour their own drinks of water or milk, therefore, they develop their independence. Good hygiene procedures are well-established as they readily wash their hands before snack, therefore, reducing the risks of cross-infection.

Children have formed firm friendships with the each other. They enjoy good relationships with the staff and seek reassurance or cuddles. Children demonstrate they care for each other when they grab an adults hand to lead them over to a child who is upset. They show a very strong sense of belonging as they happily take their name badge of the table and place it in a basket. Children learn about keeping themselves safe as they listen to the policeman as he talks to them about stranger danger. On the whole children behave well and are happy and secure in the setting. This is because the staff are good role models and offer clear explanations.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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