

Cherry Orchard Pre-School

St Marks Church Hall, Bath Road, Worcester, Wr5 3DW

Inspection date

06/12/2012

Previous inspection date

12/11/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is good

- Children are very well safeguarded in the pre-school as staff are knowledgeable about child protection issues and the premises are safe. The manager ensures that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Children take part in an exciting range of activities through which they make good progress in all areas of learning. They have the freedom to develop their own ideas and are supported well by staff who provide them with the opportunities and resources to extend their learning.
- Strong, sharply focused leadership means that all staff are clear about their roles and responsibilities. They are extremely well supported in their professional development and continually strive to further their knowledge and skills in order to constantly improve the quality of their teaching and children's learning.
- Children's well-being and independence are given high priority and their behaviour is good. Children develop good self-esteem through praise and encouragement from staff which allows them to try out their ideas with confidence in a secure environment.

It is not yet outstanding because

- The setting has yet to find ways to fully engage all parents in supporting their children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the manager of the provision who is also the provider.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Cherry Orchard Pre-School was registered in 2010 on the Early Years Register. It is privately owned and operates from St Mark's Church in the Cherry Orchard area of Worcester. The pre-school serves the local area and is accessible to all children. It opens on Monday to Friday from 9.15am to 12.15pm during term time only. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and one unqualified member of staff is working towards level 3. The group also has two parent volunteers. Children attend for a variety of sessions. There are currently 24 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further develop highly successful strategies to engage all parents in their children's learning in the setting and at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff work very well together with excellent support from the manager to plan activities which meet the needs of all children. They know the children in their key groups well and use their observations to plan children's next steps so that they build on their learning. Children are assessed when they start at the setting so that staff know what they can already do. Information from parents about children's interests and achievements means that staff are able to plan activities which meet their individual needs. Staff evaluate and adapt their planning according to what children learn from it from their enjoyment and engagement in the activity. Staff use effective open-ended questioning with children during the activities so that they are encouraged to solve problems and think about their learning. For example, when children use construction toys, they are asked 'how do you think you could do that?' or 'what do you need to do next?'

Parents are invited to 'stay and play' sessions at any time so that they may see the activities their children take part in and how they learn from them. They help children to write a diary for a teddy that can be taken home and children's diaries are used as an information link between home and the setting. Parents are invited to contribute to children's 'learning journeys' and to support their learning at home. For example, through looking at books or helping them to count and recognise numbers. This means that they are fully involved in their children's learning both in the setting and at home. Staff have yet to find ways to successfully engage all parents in their children's learning which means

that some children's learning may not be enhanced as effectively as others.

The large playroom is well set out so that children are able to choose their resources and activities and use all the space in the room for different purposes. They develop their physical skills well when an obstacle course is set out. They enjoy choosing which way to go down the slide and jump off the climbing frame to land on the mat. Some children decide to do a star jump as they take off and others enjoy coordinating their movements well to go through the tunnel. Children enjoy a threading activity with different coloured cereal. They concentrate well and control their movements carefully as they spend some time on this. A small group of children play with different sized rubber ducks in the water and are encouraged to group them by size. A child cuts his play dough ball in half and is asked how many pieces he has now. This develops children's mathematical skills well. Children choose from a variety of creative tools and materials on a trolley and decorate their Christmas cards imaginatively. They enjoy scooping up corks in plastic scoops and finding ways to pour them down a shoot. They change the angle of the shoot to see what happens and try to aim them into a particular place. They work well together to solve these practical problems.

A small hard-surfaced outdoor area is used well for sand and water play and a large enclosed garden is used effectively as an outdoor classroom in good weather. Children find out about their local area through their trips to the park, the post office and the shops. They learn about other cultures in the community through cooking activities and art work. Some parents share information about their cultures and a mum does some cooking for Eid with the children so they are aware of similarities and differences in how people live. Children with special educational needs and/or disabilities are supported well in their learning through the use of visual timetables and clear instructions and guidance so that they are equally involved in the activities.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the friendly and welcoming environment of the pre-school. They enjoy their play with staff and other children and good relationships are built with their key person. Staff know all children and their families well and links between home and the setting help children to feel secure. Photographs of each member of staff and the children in their key groups are displayed on the noticeboard so that children and parents know who to go to, to discuss any concerns or children's progress. Children are learning to be independent as they help themselves to water when they need it and go to the toilet by themselves. At snack time, they choose from a range of fruit and toast, pass the plates to each other and get their own cups. They are polite and well behaved and enjoy chatting to each other and staff at the table which builds their social skills. Children tidy up willingly when asked and are reminded not to run indoors in case they hurt themselves. Staff help children to share the toys and resolve disputes. For example, two children want a fireman's helmet so they are asked to see if there is another one so they can have one each. They find one and are able to continue their play happily. Staff manage children's behaviour well if they become too noisy or boisterous. They initiate a quiet song to calm children down when they become excited about their Nativity play.

Children are praised and encouraged to try out their own ideas. They often lead activities through their choice of resources which are easily accessible to them which gives them confidence. A small group of children enjoy looking at a book with a member of staff and they feel secure through their links with home, such as when they make cards for family birthdays. Children are given fresh air and exercise in the enclosed outdoor area and develop their physical skills well indoors if the weather is bad as they use a good range of climbing and balancing equipment with increasing skill.

Children's transition to school is eased as there are close links with the local primary school across the road. Children are able to make several visits to the reception class before they start to enable them to become familiar with the building and the staff. Links are maintained with their teachers after they leave the pre-school so that their learning and development needs continue to be met. Effective accident and medication policies and records in the setting protect children from the spread of germs and ensure their safety and well-being.

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

The manager has a very thorough understanding of child protection and safeguarding issues. She ensures that this is passed on to all staff through training and monitoring so that they fully understand and implement the policies and procedures. This means that children are safe in their care. The premises are secure and no unauthorised person has access to the building while the pre-school is in session. Daily checks are carried out to ensure there are no risks to children and staff are trained in health and safety issues to keep themselves as well as the children safe. Parents sign their child in and out so that staff know who is present in the event of an emergency and so that they know who has collected the child. Parents are known to staff and children are handed over at the end of the session.

The manager monitors staff performance on a regular basis to ensure that they all understand and implement the Early Years Foundation Stage so that children make good progress in their learning and development. They work very well as a team to reflect on all aspects of their provision, guided by the manager. The manager carries out appraisals to identify areas for improvement and focused staff training is undertaken as a result. This means that areas of the provision that staff identify for improvement are effectively targeted. Robust recruitment procedures ensure that all staff are suitable to work with children. New staff undergo thorough inductions so that they fully understand and implement the policies and procedures and they are monitored and supported very well by the manager and other staff. Detailed and effective evaluation of teaching and planning takes place which is assisted by the local improvement advisor who makes regular visits to the pre-school. She helps staff assess a scheme to focus on improving specific areas of learning for children. The setting has an ongoing action plan which means they are continually striving to improve all aspects of their provision.

Staff have effective partnerships with other local early years settings with whom they

regularly share ideas and best practice. They work with several other professionals to support children with additional needs and their families. Parent's views on the provision are invited through the use of questionnaires and daily discussion which means that the needs of parents and children are met and they are involved in children's learning. The manager has made great improvements in the setting and communicates her enthusiasm to staff who are all highly motivated and keen to continue to provide a safe, welcoming and successful learning environment for children and their families.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY398409
Local authority	Worcestershire
Inspection number	879328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	24
Name of provider	Andie Ridley
Date of previous inspection	12/11/2010
Telephone number	01905 351 031

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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