

# Cherry Tree Pre-School

The Scout Hut, Cheriton Recreation Ground, Cheriton, Hampshire, SO24 0QQ

## Inspection date

Previous inspection date

05/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

2

## The quality and standards of the early years provision

### This provision is good

- Children are very happy and settled at the pre-school. They benefit from the kind and caring way that staff support them and meet their daily needs.
- Children needing additional help or encouragement are provided with extra support by staff who seek help from other agencies if required.
- Staff question children to stimulate their thinking and encourage them to work things out for themselves. Therefore, there is good interaction between staff and children.
- Staff work well as a team and know all the children and their families well. This clearly helps to provide children with consistency of care and learning.

### It is not yet outstanding because

- Staff do not work with all parents to obtain information regarding children's achievements and learning at home. This results in missed opportunities to enhance children's learning.
- Staff provide fewer resources outside to encourage climbing, balancing or other large movements. This slightly reduces opportunities for children to develop their physical skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager, staff and committee chair person at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at children's learning journeys, planning documentation, the self-evaluation form, a selection of policies, and staff suitability records.
- The inspector also took account of the views of two parents spoken to on the day.

## Inspector

Alison Kaplonek

## Full report

### Information about the setting

Cherry Tree Pre-school first opened in 1993 but re-registered in 2013 due to a change of premises. The pre-school is run by a committee of parents. The pre-school operates from a scout hut which is situated within a recreation ground in Cheriton, Hampshire. The pre-school takes children aged from two years to the end of the early years age group. Children attend from the local community and surrounding areas. Children have access to an enclosed outdoor area and the pre-school also use the recreation field. Sessions run between 9.15am and 12.15pm, Monday to Friday, school term time only. A lunch club operates from 12.15pm to 1pm. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll. The pre-school is in receipt of early education funding for three- and four-year-old children. Staff support children with special educational needs and/or disabilities. There are five members of staff who work with the children, four of whom hold relevant childcare qualifications at level 3. One member of staff is working towards achieving a childcare qualification.

### What the setting needs to do to improve further

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

- strengthen systems to encourage all parents to support and share information about their children's learning and development at home
  
- provide additional opportunities in the outdoor area for children to use larger resources to further enhance their physical development.

### Inspection judgements

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

Cherry Tree Pre-school first opened in 1993 but re-registered in 2013 due to a change of premises. The pre-school is run by a committee of parents. The pre-school operates from a scout hut which is situated within a recreation ground in Cheriton, Hampshire. The pre-school takes children aged from two years to the end of the early years age group. Children attend from the local community and surrounding areas. Children have access to an enclosed outdoor area and the pre-school also use the recreation field. Sessions run between 9.15 am and 12.15 pm, Monday to Friday, school term time only. A lunch club operates from 12.15 pm to 1 pm. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll. The pre-school is in receipt of early education funding for three- and four-year-old children. Staff support children with special educational needs and/or disabilities.

There are five members of staff who work with the children, four of whom hold relevant childcare qualifications at level 3. One member of staff is working towards achieving a childcare qualification.

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

Children are welcomed into a warm and friendly environment by staff who meet their welfare and learning needs well. Children develop strong bonds with their key person and this enables them to develop good levels of confidence and self-esteem. Therefore, they feel secure and emotionally ready to explore and meet new challenges. This also means they are ready to move to the next stage in their learning and development. Children behave well and clear strategies are in place to support those who find this more difficult. Staff consistently provide praise and encouragement to children throughout the session. Children respond well and learn to share, take turns and help staff. They learn about the feelings of others as they are encouraged to be kind and caring. Adults are good role models and enable children to develop well in a calm but busy environment.

Both the indoor and outside areas are well organised to ensure that children can make choices and take part in a wide variety of activities. Resources are within easy reach and children confidently help themselves and initiate their own play and learning. The outside area however, has fewer opportunities for children to develop their coordination and to learn to safely negotiate space or use large movements. Children learn about healthy eating as they sit together at snack and lunch times. They talk with staff about which foods are good for them. As they eat snacks they talk about the different ways they might be able to eat fruit, for example in their yoghurts or drinks. Children learn good hygiene routines and know they need to wash their hands before eating or after using the toilets. Good systems are in place to inform staff of any health or dietary needs the children may have and records are kept of accidents or any medication administered. Staff work closely with the local schools and prepare children well for this next stage in their development.

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

The pre-school staff and committee work well together to ensure the setting is organised efficiently and operates smoothly on a day-to-day basis. Staff deploy themselves well and provide children with an interesting and stimulating environment and good adult support. A wide range of well-implemented policies and procedures and accurate completion of records enables staff to meet the children's needs effectively. Staff and management have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements and ensuring staff suitability. All staff take part in an induction process when they start at the pre-school and regular appraisals identify their future training needs. They have regular staff meetings to discuss the weekly routines, planning and to share information. The named member of staff for safeguarding is well qualified and understands the local safeguarding procedures. Staff understand their responsibilities and the procedures to follow in the event of any concerns about a child in

their care. The completion of robust risk assessments alongside the vigilant approach taken by staff and management to keeping children safe, help to promote children's welfare effectively.

Staff plan and organise an environment, which is interesting and welcoming for children and meets their individual learning needs well. Management track and monitor the education provided for each child ensuring that all children make good progress in their learning and development. Through this process, they are able to identify areas for future planning. The pre-school staff share information about children's welfare and learning and development needs with parents and other agencies. This helps to ensure that any interventions needed are secured and children receive the assistance they require to progress. Parents comment that they are very pleased with the support provided for their children. Staff and management carry out accurate self-evaluation and they are able to identify many of the settings strengths and some areas for development. For example, they have improved the systems for teaching and learning and staff are now looking at ways to improve the outdoor area for children. Therefore, the systems used to continually improve the quality of the provision, help to promote good outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY458949
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	937882
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Cherry Tree Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01962 736 674

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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, which are usually the childminder's 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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