

Cherry Tots Pre-School

Cherry Willingham CP School, Lime Grove, Cherry Willingham, LINCOLN, Lincolnshire, LN3 4BD

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|--------------------------|------------|
| Inspection date | 14/10/2014 |
| Previous inspection date | 13/05/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| 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 | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Practitioners demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- Children form secure attachments with their key person. This helps them to settle quickly and enjoy their time at the setting.
- Practitioners have appropriate ways of supporting children's behaviour and share these methods with parents. Consequently, children get along well together and are learning to share and take turns.

It is not yet good because

- Teaching is variable because the manager does not consistently support or coach practitioners to improve their practice. This means they do not effectively challenge children's thinking or encourage children to follow their interests and ideas.
- Practitioners do not always gather sufficient information from parents at the start about their child's learning, or provide enough ongoing opportunities for parents to share what they know their child can do at home.
- Strengths and weaknesses in current practice are not clearly identified and planning for improvement is not accurately targeted to improve the provision for children.

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.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
The inspector looked at children's assessment records and a range of other documentation. She also checked evidence of practitioners' suitability and qualifications.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Michelle Drury

Full report

Information about the setting

Cherry Tots Pre-School has been registered since 1972 on the Early Years Register. It operates from a classroom in Cherry Willingham Primary school. The room is for the sole use of the group during opening hours and there is an enclosed garden with covered area. The pre-school has use of the school hall. It is open Monday to Friday, from 9am until 12noon and from 12.30pm until 3pm, during school term time. A portable ramp is available for access when necessary. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 36 children on roll in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The pre-school serves the village and surrounding area. Six part-time practitioners work with children, all of whom hold appropriate qualifications at level 3. The pre-school receives support and advice from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the quality of teaching is improved, so that children are given good opportunities to follow their interests and ideas, and are encouraged to think critically and creatively, so that they make good progress in their learning
- ensure supervision of practitioners is fully effective in order to provide coaching and training to support their continued professional development, with specific regard to improving the quality of their teaching to a consistently good standard.

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

- review the way information is gathered from parents when children start at the pre-school, so that it focuses more on children's learning and development, and provide further opportunities for parents to be involved in their child's learning at home
- use self-evaluation more effectively to clearly target areas for improvement that will enhance the provision and outcomes for children, and develop methods for ensuring any changes are successfully implemented.

Inspection judgements

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

Practitioners generally have a suitable understanding of the Early Years Foundation Stage and make observations of children's learning, which they record in their individual learning records. They use this information to plan for individual children's next steps in learning on a regular basis. Practitioners join in children's play and offer support and encouragement in most cases. However, the quality of teaching is variable. While practitioners regularly talk to children about what they are doing, too often these conversations do not fully encourage children to think critically or creatively. In addition, they are not always aware of the best ways of supporting children with their learning. This is because practitioners sometimes complete tasks for children rather than encouraging them to work it out for themselves, such as completing a jigsaw. This means children do not make the best possible progress in their learning.

Practitioners gather some information from parents about their child when they start at the pre-school. However, this information does not always focus clearly on children's learning. This means practitioners cannot quickly plan learning activities for individual children. However, from the day they start, practitioners undertake appropriate observations of children and assess their progress. The assessments include the progress check for children between the ages of two and three years, which acknowledges young children's achievements and shows their skills and interests. Each child has their own development file containing written evidence of their progress supported by some picture observations. These are shared with parents to help them understand how well their child is progressing in their development. However, practitioners do not always provide sufficient opportunities for parents to be fully involved in their child's learning.

Children are happy and settled. They actively explore both inside and outdoors. Children develop mathematical skills because some practitioners count with them during everyday situations. For example, they encourage them to count the number of cups required at snack time. Children play imaginatively. They hold toy animals in the vet area, looking after them and giving them medical treatment. They sit at circle time for letters and sounds, with the more skilled practitioners asking children what sound the objects start with. Labelling and photographs in the environment, and activities, encourage children to make marks in different ways, supporting their early literacy skills. For example, children learn to recognise words, such as their name, through self-registration routines. Overall, children are suitably gaining the skills to support their future learning.

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

An effective key-person system enables children to feel safe and secure and promotes a good level of well-being within the pre-school. Children have formed close relationships with all practitioners, which are demonstrated through children's positive behaviour. Children's independent skills are promoted well during routine activities. For example, they

put on and attempt to fasten their own coats for playing outside and pour their own drinks at snack time. Children gain a good sense of responsibility. They confidently ask practitioners for their turn with the watering can, so they can pour water into the guttering outside. Behaviour management among practitioners is consistent and children are spoken to appropriately at all times. Through gentle reminders, young children are encouraged to think about safe practices, such as sitting down to eat their fruit at snack time. Children cooperate well with their peers and are kind and considerate. They learn to share resources, such as small-world toys. For example, a child with two cars spontaneously shares one with another, who has none. Practitioners are deployed well around the nursery, both inside and outdoors, to supervise and support children in their chosen activities.

The pre-school has transition arrangements in place to support children's move to school. Children's new class teachers attend the pre-school to observe children in an environment, which is familiar to them. This enables practitioners to assess children, while they get to know their new teacher. This helps children to feel emotionally ready for the next step in their learning of starting school.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and physical play opportunities. For example, children confidently ride their bicycles and ride-on toys in the outdoor area and they are well supported by practitioners to climb on the larger apparatus. Children spend good quality time in the fresh air, as outdoor play is accessible throughout the majority of the day and in all weathers due to a covered area. They understand the importance of cleaning their hands before eating, which encourages self-care skills prior to starting school. Effective hygiene practices support children's well-being.

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

Effective recruitment and induction of practitioners ensure that the suitability and general performance of all practitioners working with children is appropriate. For example, the manager holds an appropriate childcare qualification with sufficient experience to undertake the role. The manager also liaises with the committee members to discuss any issues or concerns, ensuring that the pre-school continues to run smoothly, which is beneficial to children. The manager carries out regular appraisals with practitioners and they are provided with some training opportunities to improve their practice. However, these supervision procedures do not involve the manager routinely observing the practice of her team, which prevents her from providing effective coaching and support. Consequently, the monitoring of the effectiveness of the quality of teaching is not fully robust and learning opportunities for children sometimes lack challenge.

Regular safeguarding training keeps practitioners up to date with current policies and procedures to ensure they are familiar with procedures, such as how to protect children and make referrals. Practitioners have a secure understanding of their role and responsibility to safeguard children. They are confident and knowledgeable of what to do

should they have any concerns regarding a child in their care and if necessary, refer these on to the designated person at the pre-school for safeguarding. Children are supervised well, both inside and outdoors, because practitioners work well together ensuring that adult-to-child ratios are maintained.

All required records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. Policies and practice have been updated to ensure all practitioners and visitors to the pre-school conform to the restrictions on the use of cameras and mobile telephones within the pre-school. Records, policies and procedures are regularly reviewed and implemented, which underpin the smooth running of the pre-school well. For example, accident records are completed and parents are quickly informed and their signatures obtained once the information has been exchanged. Furthermore, attendance records are completed as children arrive and leave the pre-school.

Relationships with parents are generally strong. Practitioners are welcoming to parents and exchange information at the beginning and end of the sessions. When children first start, settling-in periods are discussed and agreed with parents. The pre-school is supported by a parent committee, which means that parents can be active in key decision making. The range of useful information about the service that is offered is attractively displayed at the entrance to the pre-school. Newsletters and parents' evenings keep parents up to date with current events and inform them of how their children are settling in. However, parents are not consistently provided with ideas of ways they can help support their children's learning at home. Practitioners have developed effective working relationships with school staff. This ensures a smooth transition, as children become familiar with school life by attending events and meeting teachers prior to starting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | 253540 |
| Local authority | Lincolnshire |
| Inspection number | 866756 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 36 |
| Name of provider | Cherry Tot Pre-School Committee |
| Date of previous inspection | 13/05/2009 |
| Telephone number | 01522 754093 |

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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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Piccadilly Gate
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