

Cherry Tree Pre-School

Cherry Crescent, Rawtenstall, ROSSENDALE, Lancashire, BB4 6DL



Inspection date

27 April 2015

Previous inspection date

30 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- When planning activities, practitioners do not always take into consideration children's next steps, to ensure they are always supported to make good progress towards the early learning goals.
- Practitioners are less effective in assessing and tracking children's progress, in order to consistently identify and plan for children's individual next steps across all areas of learning.
- Managers do not yet have clear enough systems in place for evaluation of the setting to have a sufficiently strong focus on raising the quality of teaching and learning, and to set clear targets to drive continuous improvement.

It has the following strengths

- Practitioners plan a welcoming and well-resourced environment. Therefore, children have access to a wide range of toys promoting their independence as they play and explore.
- Children are happy, settled and confident to leave their parents. This is because practitioners work well in partnership with parents and other agencies to support children's emotional well-being.
- Children follow good hygiene routines. They enjoy pouring their own drinks and making healthy choices at snack time, which promotes their good health.

What the setting needs to do to improve further

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

- take into account the individual needs and stages of development for each child, and use this information to plan for children's next steps in their learning
- use robust methods of assessment to ensure children's learning and development are tracked and challenging experiences are planned for children's individual needs.

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

- improve the system for the evaluation of the provision and the identification of the strengths and weaknesses of the setting, to focus more strongly on improving the quality teaching.

Inspection activities

- The inspector undertook a tour of the setting.
- The inspector observed activities and the quality of teaching and learning in the playrooms and outdoors.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning journals, assessment records and planning documentation.
- The inspector checked staff qualifications and the suitability of staff working with the children, along with policies and procedures for safeguarding and self-evaluation.

Inspector

Sharon Nicholson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Parents are welcomed into the setting and encouraged to share information about their child's interests and starting points on entry. Children enjoy their time at pre-school and settle well into the morning routine. During group time, the key person supports children's communication and language, and personal, social and emotional skills as they sing their 'hello song' and enhance this by using sign language. All children, including those who speak English as an additional language, are made to feel welcome and included. However, the quality of teaching is variable, and as a consequence, opportunities to enhance children's learning are not always maximised. Practitioners do not always fully take into account the individual needs of the child, resulting in a lack of focused planning. Practitioners observations and assess children, however, information gained is not consistently used to inform and monitor progress. As a consequence, some activities do not always challenge all children or fully promote their next steps for learning. Children enjoy playing in the water, filling and emptying containers, as other children play outdoors riding wheeled toys. There is a variety of good resources which are easily accessible to all children to promote their independence.

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

A strong key-person system ensures children form secure attachments, which enhances their emotional well-being and independence. Children follow good hygiene routines and practitioners promote their understanding of making healthy food choices, discussing whether they prefer apples or bananas, and they independently pour their own drinks at the snack table. Behaviour is good; this means children are happy and feel safe in the setting. They are very polite, share resources and show kindness towards each other. Practitioners sit with the children, supporting the management of risks and monitoring their safety. Practitioners understand their responsibility to keep children protected and safe from harm. Children demonstrate they are active learners, confidently initiating their own play by making choices from the range of good quality resources and becoming ready for their next stage of learning and on to school.

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

The management team has an appropriate understanding of the Early Years Foundation Stage. A range of policies and procedures supporting children's health, safety and well-being are in place. However, monitoring of the quality of assessment and planning to build on children's next steps in learning is not yet rigorous enough and, therefore, they make steady rather than good progress. The manager has recently introduced staff supervision to inform training needs; however, there is insufficient evidence to show the impact of this on the quality of teaching and learning at present. All staff are qualified and understand how children learn and develop.

Setting details

Unique reference number	309267
Local authority	Lancashire
Inspection number	871851
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	38
Name of provider	Cherry Tree Pre-School (Rawtenstall) Committee
Date of previous inspection	30 November 2011
Telephone number	01706 229 153

Cherry Tree Pre-School was registered in 1993. The pre-school opens Monday to Friday during term time only, from 9am to 12 noon. The pre-school employs five members of staff. Of these, four hold early years qualifications at level 3 and one holds level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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