

Cherry Trees Playgroup

St Andrew's Church Hall, Woodward Road, Prestwich, Manchester, M25 9TY



Inspection date

18 May 2015

Previous inspection date

14 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Qualified and experienced staff plan effectively to meet the learning and development needs of all children. This results in all children being confident, enthusiastic learners who make good progress from their starting points.
- Highly effective partnership work with parents and specialist services ensure children with special educational needs and/or disabilities are consistently well supported. The individual needs of all children are well met.
- Children are well behaved and develop positive attitudes to others due to staff role modelling positive language, and providing consistently clear boundaries and routines.
- A wide range of effective, robust policies and procedures, including safeguarding and accident and injury, are implemented to ensure children are kept extremely safe during their time at the setting.
- Managers' strong commitment to self-reflection and an ethos of continuous improvement results in children having consistently high-quality learning experiences. Children are extremely confident and self-assured when making choices.
- Children are developing good communication and language skills. They are articulate and confident during their play, and when interacting with staff.

It is not yet outstanding because:

- On occasion, younger children's interests are not consistently followed to ensure they fully engage in the large group, adult-led activities provided.

What the setting needs to do to improve further

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

- review numbers of children taking part in large group activities to ensure all children, particularly younger children, enjoy the activity and their interests are followed to keep them engaged in learning.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments, and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of the suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of views of parents and carers spoken to on the day.

Inspector

Kim Boughey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff understand the Early Years Foundation Stage and how children learn. There is a good balance of child-initiated and adult-led activities, which engage children fully in play and learning. Staff use effective teaching strategies to promote language development. During circle time children, including those who speak English as an additional language, enthusiastically identify sounds the toy animals make that are hidden in the sack. Children imitate the sounds and name the animals, taking turns to hold the toy. However, on occasion some younger children become restless and find it difficult to focus on the activity, as they wait their turn in the large group. Staff skilfully promote language by focusing on phonics, modelling the sound of letters and allowing children time to identify words. For example, staff mouth the sound 'ppp'. Children copy the sound and say 'pig'. Consequently, children are quickly developing skills to prepare them for school.

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

Staff are warm and welcoming and children quickly settle after confidently self-registering on arrival. An effective key-person system ensures that staff support children's emotional well-being. There is an effective settling-in process in place involving information sharing with parents. This helps children to build strong attachments with staff. Children are quickly developing their self-care and independence skills. For example, they confidently wash and dry their hands, self-serve from a choice of healthy snacks, butter toast and help themselves to drinks. Children confidently explore the indoor and outdoor learning environments. They access a good range of challenging and stimulating resources, such as, a large slide, balancing blocks, bikes and a digging and growing area. Children's physical development is well promoted and staff teach them about healthy lifestyles. Children are learning about the importance of tidying up to help keep the environment safe and free from trip hazards.

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

The manager is passionate and staff are highly committed to continuous improvement. As a result, children experience good quality care and learning. Staff are appropriately qualified, and any training attended is discussed as a team and embedded in practice. Peer observations ensure consistency of good quality practice across the setting. Effective monitoring and tracking of children's progress enables managers to focus on any gaps in areas of learning, and put action plans in place. For example, managers have identified the need to further extend children's learning in mathematics. Staff keep parents well informed of their children's progress through communication books, learning journals and parents' evenings. Effective partnerships with schools and a robust information sharing process, ensure children are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY416214
Local authority	Bury
Inspection number	851702
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Cherry Trees Playgroup Committee
Date of previous inspection	14 December 2010
Telephone number	07709012967

Cherry Trees Playgroup was registered in 2010. It is situated in the Prestwich area of Greater Manchester. The setting employs eight members of staff. Of these, six hold appropriate early years qualifications at level 2 or level 3. The setting is open Monday, Tuesday, Thursday and Friday during term time from 9.15am to 2.15pm. The setting supports children who speak English as an additional language, and children with special educational needs and/or disabilities. The setting provides funded early education for two-, three- and four-year-old children.

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