

# Little Cherries

Bewick Bridge Community Primary School, Fulbourn Old Drift, Cambridge,  
Cambridgeshire, CB1 9ND



## Inspection date

15 July 2015

Previous inspection date

9 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Practitioners are animated and show tremendous enthusiasm for their roles. They plan and deliver high-quality activities supported by expert teaching. As a result, children are making rapid progress in their development from their individual starting points.
- Teaching is consistently targeted to children's individual needs. The level of challenge is always appropriate for each child. Practitioners are highly skilled at engaging children and making sure each one feels a sense of achievement.
- Children's speaking and listening skills are promoted particularly well. Practitioners use a wide range of skills to support children facing communication challenges. Consequently, children successfully use the pictures, signing and speech to communicate their needs and decisions to others.
- The practitioners are very sensitive to individual needs. They work closely with families to support children to settle into the pre-school. They offer home visits, pre-school visits and key-worker meetings to help the whole family build their relationship with the team. Communication is quickly established and information is shared very effectively.
- Children's behaviour is excellent. Practitioners clearly communicate to all children the expectations for behaviour. Children rapidly develop self-control even in exciting and energetic play. The consistently applied rules mean children understand what is expected of them and how to behave in a variety of situations.
- The leadership and management are inspiring and the practitioners work together, consistently striving for improvements. They show commitment to training to extend their skills so that the quality of teaching is consistently enhanced.
- Practitioners' expert safeguarding knowledge, underpinned by training, ensures all children are protected. Practitioners are alert to possible causes for concern and they take every possible step to provide a safe environment.

## What the setting needs to do to improve further

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

- sustain the high quality of the provision for children by continuing with the rigorous monitoring and target setting that enables practitioners to identify ways to enhance children's experiences.

### Inspection activities

- The inspector observed activities in the classrooms and the outdoor area. She conducted a joint observation with the manager.
- The inspector, practitioners, committee members and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation relating to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the manager and those spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children and the suitability of the committee members.

### Inspector

Alison Reeves

## Inspection findings

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

Children thrive in this vibrant pre-school. Practitioners have an excellent understanding of the learning and development requirements. They use children's interests creatively to develop their skills and build on what they know. The children benefit enormously from being able to learn inside and outdoors. Practitioners work closely with individual children to help them achieve. Children with special educational needs and/or disabilities flourish under the expert guidance of the highly skilled team. Children learning English as an additional language rapidly gain confidence in using new words to communicate with a wide range of people. Children thoroughly delight in the well-planned activities that help them build on their mathematical knowledge. Practitioners promote children's recall of information and give them time to think about and solve new problems. Children enthusiastically join in with story times and group discussions. Practitioners make these activities tremendously fun for every child. Children gain the skills and a positive attitude to learning that helps them prepare for school. Practitioners make precise observations of the children. They use the information to assess children's progress and to identify the next steps in learning. Practitioners involve parents extremely well in children's learning so they know about the progress being made and how to support learning at home.

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

Families say they feel safe in the pre-school. They praise the practitioners for their dedication and professional approach. Children develop firm friendships where they learn to work together. Children also value good behaviour and are very confident as they explain the rules and simple safety procedures. This clearly demonstrates their excellent understanding of how to keep themselves safe. Children enjoy delicious and nutritious snacks. When making the fruit kebabs, they use their senses to compare the fruit and decide on what to include on their skewer. The learning environment is extremely well thought out. Children have a wealth of interesting displays of their own work and useful information to support their learning. The extensive resources are easy for the children to get for themselves. The children make their own decisions about what they need.

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

All practitioners have a very thorough knowledge of the safeguarding and welfare requirements. They are well qualified and experienced. They fulfil their specific roles with diligence and care. The team works closely with other agencies and providers of the Early Years Foundation Stage. This contributes to practitioners having a very clear understanding of each child's needs. The superb partnership working has a very positive impact on progress and well-being. In addition, it helps to make sure everyone involved is working towards shared goals for the child. Practitioners acknowledge the need to continue evaluating their work. They work closely with the supportive committee. As a result, they have an evolving plan of changes to enhance the experience for children and their families and to streamline their processes to achieve greater efficiency.

## Setting details

<b>Unique reference number</b>	221863
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	864269
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Little Cherries Committee
<b>Date of previous inspection</b>	9 February 2010
<b>Telephone number</b>	07725951619

Little Cherries was registered in 1972. The pre-school is run by a committee and employs 10 members of childcare staff. All practitioners hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon and from 12.45pm until 3.45pm, with a lunch club from 12 noon until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

