

Cherry Tree Pre-School

11th Letchworth Scout Hut, Pixmore Junior School Grounds, Rushby Mead,
LETCHWORTH GARDEN CITY, Hertfordshire, SG6 1RS



Inspection date	22 October 2015
Previous inspection date	23 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff accurately assess children's progress. Children's individual next steps in learning are clearly recorded, so that all staff can incorporate them in spontaneous and planned activities. This helps staff focus their teaching to the specific needs of each child.
- Staff use a variety of good teaching methods to stimulate and encourage children as they select activities that interest them.
- Staff regularly share information with parents and carers about their children's progress. They use a variety of methods to communicate with parents, so that they are kept up to date with what is happening in the pre-school. Children enjoy taking their progress books home to share with all their family. Parents and carers add photographs and achievements from home in the books.
- Managers accurately monitor the progress that all groups of children are making. This helps them ensure that all children, given their starting points, quickly move to the next stage in their learning.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to encourage children to develop their skills in critical thinking.
- Staff do not always have the highest expectations of children's behaviour. They do not encourage all children to consistently follow routines and rules to take care of their own belongings and those of others.

What the setting needs to do to improve further

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

- give more time for children to think about how they can solve problems, predict outcomes and complete tasks
- provide clear guidance for children about the expectations of their behaviour within daily routines.

Inspection activities

- The inspector observed activities both in the inside and outside areas of the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings at appropriate times with the manager and the area manager present on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff working with children and a range of documentation, including safeguarding procedures and records of attendance.
- The inspector looked at children's assessment records, monitoring summaries and planning documentation.
- The inspector took into consideration the views of parents spoken to on the day and as recorded in questionnaires.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about the procedures managers have put in place to keep children safe. New members of staff follow a detailed induction process that ensures they quickly become familiar with key policies and procedures within the pre-school. Managers provide regular supervision sessions with all the well-qualified staff which help to identify any areas that could be enhanced through further training and development. This contributes to the good quality care and education delivered within the pre-school. The manager regularly seeks feedback from parents, carers and outside agencies to help her effectively evaluate the service provided to children and their families. Parents and carers complete questionnaires and speak highly of the care and attention managers and staff give children. Managers work closely with other professionals and agencies in the area and effectively adapt their practice to accommodate the needs for individual children.

Quality of teaching, learning and assessment is good

Children move freely around the pre-school, selecting activities and resources they want to investigate. They are observant and talk with staff about the different food displayed on a poster. Other children repeat familiar rhymes and stories using the same puppets and props they have seen staff use. Staff sit with children as they experiment and explore. However, they do not always use every opportunity to encourage children to solve problems or give them time to think through their answers to questions. Disabled children and those with special educational needs are effectively supported in the pre-school. Staff share ideas with parents and carers to continue to extend children's learning at home.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for children to learn in. Parents are welcome to stay with their children until they are confident that their child is settled at pre-school. There is an effective key-person system in place, assisting children to quickly build strong and trusting relationships with staff. This helps children to quickly feel secure as they play and explore independently. Children behave well in the pre-school. Staff remind them to be kind to each other and to take turns as they share the equipment. Children help to tidy away at the end of the session. They enjoy helping staff set the table in preparation for snack. However, staff do not always have the highest expectations of children's behaviour when they excitedly get ready to go into the garden.

Outcomes for children are good

Staff ensure that all groups of children make good progress in their learning and development. Children quickly learn to recognise their names on cards that they post in a box when they arrive each morning. When the time comes, children are ready to move on to school. Staff assess children's attitudes to moving to school and, where necessary, provide more opportunities for them to visit their new school. This helps children overcome their concerns before they leave the security of the pre-school.

Setting details

Unique reference number	EY436373
Local authority	Hertfordshire
Inspection number	853750
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Pre-School Learning Alliance
Date of previous inspection	23 April 2012
Telephone number	07896 272 560

Cherry Tree Pre-School was registered in 2011. The pre-school opens from Monday to Friday, term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year old children. It supports disabled children and those with special educational needs. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above.

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