

Cherry Tree Pre-School

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



Inspection date

1 December 2015

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are happy, confident and secure in an environment which fosters their individual interests well.
- Staff effectively support children's independence, which promotes their confidence and self-esteem.
- The setting is well established within the community, with many parents returning with younger siblings. Parents speak highly about the care and education that they receive.
- Staff establish valuable partnerships with parents and keep them informed and involved in their children's care and learning.
- Staff build on children's learning effectively so that they make good progress. They challenge them well, so they are prepared for the next stage in their learning.
- Staff make good use of mealtimes to promote children's social and communication skills. They place a good emphasis on providing children with a range of healthy and well-balanced snacks.

It is not yet outstanding because:

- The setting does not always give equal importance to planning for outdoor learning as indoor learning, particularly for those children who prefer learning outside.
- Training plans for each staff member are not always focused on raising the quality of their individual teaching to its very highest level.

What the setting needs to do to improve further

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

- cover all areas of learning more effectively outdoors by planning a more stimulating range of experiences, particularly for those children who prefer to learn outside
- develop a more targeted programme of professional development for staff to extend the already good teaching and learning so that children make the very best progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Michelle Britch

Inspection findings

Effectiveness of the leadership and management is good

Management has high expectations of staff and children, and works effectively as a team. A range of effective policies and procedures underpins staff practice. Robust procedures are in place to ensure the suitability of all staff. The arrangements for safeguarding are effective. All staff know what action to take if they have any concerns about a child's welfare or safety. Management reflects on the strengths and weaknesses of the setting. All actions raised from the last inspection have been addressed. As a result, children's progress is closely monitored. The manager uses assessment to detect gaps or differences in children's learning. This information is used to plan targeted support for groups of children and to seek intervention at the earliest point. Management and staff communicate well with parents and other professionals to provide children with specialist support. This helps ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and effective in their practice. They hold appropriate early years qualifications which give them the knowledge and skills to support children's all-round development well. Children are encouraged to participate in planning and activity ideas. As a result, they are well engaged in activities and are learning to concentrate for extended periods of time. Staff supervise children well, supporting play and extending learning through a wide range of teaching strategies. Children who are learning English as an additional language are supported well. Staff encourage communication and language skills effectively through their positive interactions. Staff skilfully ask children meaningful questions, which encourage them to reflect on their activities. Partnerships with schools are successful and ensure a smooth move to the next phase of children's education.

Personal development, behaviour and welfare are good

Children arrive happily and confidently settle in their play. Staff support children's emotional well-being very well. Children display close attachments to the staff and run up to greet them with a hug as they arrive. Partnerships with parents are well established. The setting shares information about children's progress through home-link sheets, regular parents' meetings and the progress check between the age of two and three. Children demonstrate a good understanding of what appropriate behaviour is. Staff are good role models and offer gentle reminders on playing cooperatively. During group times, staff support children to share their ideas, thoughts and feelings. Children respond positively and demonstrate that they feel valued when staff listen to their views. Children enjoy caring for the setting's pets. They learn to feed them and be gentle around them.

Outcomes for children are good

Children of all ages and abilities make good progress in relation to their starting points. They are happy, confident and keen to learn. This prepares them well for their future learning and starting school.

Setting details

Unique reference number	309267
Local authority	Lancashire
Inspection number	1013957
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	34
Name of provider	Cherry Tree Pre-School (Rawtenstall) Committee
Date of previous inspection	27 April 2015
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 pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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