

Cherry Burton Pre School

The Village Hall Main Street, Cherry Burton, Beverley, North Humberside, HU17 7RF



Inspection date

27 January 2016

Previous inspection date

21 June 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is of a very high standard and staff provide a wealth of learning experiences both inside and outside. Children are highly motivated and show an eagerness to learn as they play and explore. All children make excellent progress in their learning and development.
- Children are given the opportunity to develop and extend their learning to the very highest level. Staff provide exceptional support for each child's unique needs.
- The experienced staff take every opportunity to develop and extend children's communication and language. Staff engage children with a range of interesting and relevant questions. They extend and develop children's vocabulary as they interact and play alongside them.
- Children are provided with exemplary opportunities to learn about the feelings and needs of others. These help children to learn how to cooperate as they develop the skills to negotiate, take turns and respectfully listen to others.
- High regard is given to the safety of children. Staff ensure that children have excellent opportunities to think about and assess risks through real-life situations.
- Excellent links with the school help ensure that children are well prepared for their move into full-time education.
- The motivated and well-qualified staff work well with an enthusiastic committee. They actively seek the views of children, parents and volunteers to reflect on and evaluate all areas of the provision. They continuously identify developments and drive improvement to ensure that the quality of provision is at the 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:

- enrich the already excellent provision for children who prefer to learn outdoors.

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 and members of the management committee. She looked at relevant documentation, such as the self-evaluation document and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Estella Champion

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders and staff have a thorough understanding of their roles and responsibilities to keep children safe. Arrangements for safeguarding children are effective. Staff have an excellent knowledge of what to do if they have concerns about a child. The training needs of the leaders and staff are clearly identified through effective appraisal and performance management. Professional development is firmly focused on improving the quality of provision for children. The manager works tirelessly to find innovative solutions to ensure training needs are met. Partnerships with parents and external agencies are exemplary. Monitoring of children's progress is rigorous and targeted. Any gaps in children's development are identified swiftly and effective interventions are put in place.

Quality of teaching, learning and assessment is outstanding

Staff carry out regular high-quality observations which they evaluate and use to plan precise next steps for children's learning. Staff enable children to adapt how resources are used. For example, children decide to fill some plastic gloves with dry oats. Children are delighted with the filled gloves and spontaneously start to use them as puppets, concentrating and engaging in their play for extended periods of time. Children enjoy recalling past activities and are engaged in their learning even further as they have the opportunity to contribute towards the planning of future activities. The well-qualified staff ensure that children are provided with a superb level of challenge. They are perceptive and know when to intervene to support and extend play and when to let children explore and work out how to solve problems themselves. However, they appreciate the opportunities for challenge, particularly with independent play in the outdoor environment, could be enriched even further. Staff respond to the needs of quieter children who show an interest in what others are doing. They make excellent use of opportunities to gently and sensitively encourage them to join in.

Personal development, behaviour and welfare are outstanding

Staffing arrangements are consistent, so children readily seek out familiar staff for support and comfort when needed. Staff are excellent role models for children, with clear and consistent expectations. They help children to understand what is expected of them and their behaviour is exceptional. Staff provide a wealth of opportunities for children to learn about different cultures or different countries. This helps to promote children's understanding and respect of the similarities and differences they have with others. Staff clearly utilise every opportunity to support children to develop their independence skills. Children learn about healthy eating. They are encouraged to make healthy food choices and help to prepare food for snack time.

Outcomes for children are outstanding

Systems to track the progress that children make are highly effective. All children make excellent progress. Children who start at the pre-school with below age-expected achievement are quickly identified and supported to make rapid progress. Children are given superb support to develop the key skills and attitudes, such as the ability to persevere, listen, cooperate and concentrate, which help their future learning at school.

Setting details

Unique reference number	314597
Local authority	East Riding of Yorkshire
Inspection number	868234
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	25
Name of provider	Cherry Burton Pre School Committee
Date of previous inspection	21 June 2010
Telephone number	07772 174 178

Cherry Burton Pre School was registered in 1988. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm Tuesdays, Thursdays and Fridays, and from 9.15am until 3.15pm Mondays and Wednesdays. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three at level 3 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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