

Cherry Trees Preschool

Silchester Village Hall, Silchester, Reading, Berks, RG7 2ND



Inspection date

Previous inspection date

14 September 2016

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--------------------------------------------------------|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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

- The manager provides strong leadership. She is supported by a team of well-qualified and dedicated staff. They share a clear vision to give every child the best possible start through good quality care and learning experiences.
- Children learn about life cycles, make healthy choices, and care for their environment. Staff nurture children patiently to increasing levels of independence as they learn to manage small risks, care for themselves and act safely.
- Experienced, responsive staff demonstrate consistently effective teaching skills. Children make good progress in their learning in a very happy, caring environment.
- Children behave extremely well for their ages. Staff encourage respectful attitudes consistently. For example, they show children how to respect each other's differences, adapt their behaviour, negotiate fair outcomes and cooperate wherever possible.
- Parents say that they benefit from good handovers with children's key persons at the end of each session. They also find the parents' evenings 'particularly valuable'.

It is not yet outstanding because:

- Arrangements to assess the progress of individual children are cumbersome and not used precisely enough to support some delays in learning as rapidly or efficiently as possible.
- The listening environment in the large hall does not fully support the good quality of teaching and literacy work that staff are capable of delivering.

What the setting needs to do to improve further

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

- continue to refine the arrangements to assess children's progress to make the process as efficient and effective as possible
- evaluate the different options available for improving the listening environments, and make sure that children hear good quality speech sounds that support their highest levels of achievement in speaking and literacy skills.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's learning and development.
- The inspector reviewed records and procedures relating to safeguarding, risk assessment, health and safety, and discussed a range of other procedures relating to children's safety and welfare with the provider.
- The inspector looked at children's records, the provider's planning and evaluation of activities, and how staff exchange information with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector spoke with the provider about the impact of staff training, experience and practice on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The strong leadership team evaluates all areas of the setting to identify areas for improvement. Leaders secure the enthusiasm of skilled, experienced staff to continually raise standards for children's learning and care. For example, new effective recruitment procedures, good supervision and better access to opportunities for professional development now underpin good quality teaching. New monitoring systems enable the manager to check that all children are making good levels of progress. Safeguarding is effective. The policies and procedures that staff use on a daily basis to protect children and keep them safe and healthy are comprehensive, current and used consistently.

Quality of teaching, learning and assessment is good

Attentive and caring staff have high expectations for themselves and for the children in their care. They observe children's achievements closely, know children well and work well as a team to support individual children's next steps in learning. Staff seek feedback from parents to establish effective ways for sharing information and providing continuity in children's learning. For example, parent newsletters prepare the way for a teaching focus on different traditions. Parents watch their children playing with chalks, large brushes, rollers and water sprays, and have gained knowledge about the purpose of these activities, understanding that they strengthen children's muscles needed for writing.

Personal development, behaviour and welfare are good

Children soon settle and are happy and secure in this supportive and nurturing setting. Staff create many opportunities to develop children's self-confidence in their abilities, views and interests. Staff teach children an enormous range of skills on their adjacent allotment. For example, children learn to use different tools safely to dig, plant, water and harvest large vegetables and tiny seeds. Staff equip and develop children's interests and imaginations with good resources and skilled interactions across their varied indoor and outdoor areas.

Outcomes for children are good

Children of all abilities are well prepared for school. Staff have established good and effective links with feeder schools and other settings. Children know what to expect and who will be there to help them before they move to school. They are keen to learn, confident to explore, and motivated to find different ways of doing things that do not work first time around. Children develop good social skills. For example, they listen to each other, have experience of working in small teams and express their own ideas.

Setting details

| | |
|--------------------------------------------------|----------------------------|
| Unique reference number | EY480334 |
| Local authority | Hampshire |
| Inspection number | 988124 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 15 |
| Name of registered person | Hubwalk Limited |
| Registered person unique reference number | RP910585 |
| Date of previous inspection | Not applicable |
| Telephone number | 07763333765 or 07833547810 |

Cherry Trees Preschool is a limited company that re-registered under its present owners in 2014. It operates from Silchester Village Hall, Berkshire. The pre-school is open Monday to Friday from 9.15am to 2.30pm, during term time only. There are six staff, all of whom hold recognised childcare qualifications at level 3 or level 4.

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.

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