

# Cherry Orchard Pre-School

St Marks Church Hall, Bath Road, Worcester, WR5 3DW



## Inspection date

Previous inspection date

28 September 2016

6 December 2012

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 provider, staff and volunteers are extremely passionate about their work with children and parents. They are dedicated to offering every family an exceptional and inclusive service which meets their needs. The provider and staff astutely evaluate all aspects of the provision and very successfully make improvements, taking full account of parents' views and children's needs and interests.
- Robust recruitment, staff performance and development procedures ensure the provider and staff are well qualified and extremely knowledgeable. They, and highly skilled volunteers, successfully work together to give children excellent support and to offer them rich, varied and exciting activities. The adults' exemplary care and vigilance ensure children flourish and are kept safe and well.
- There are highly successful strategies to involve parents in their children's care and learning. Parents and staff frequently discuss children's routines, activities and achievements and agree plans for children's next steps for learning. Parents like attending special events at pre-school and make valuable contributions to children's enjoyment and learning when they help in sessions.
- The provider, staff and volunteers' outstanding teaching and astute use of funding significantly improves the outcomes for children. They skilfully help children to settle, learn how to play and communicate effectively. The provider and staff's precise planning ensures every child's learning priorities and interests are consistently followed up in activities so they make rapid progress.
- The kind, attentive provider, staff and volunteers patiently reassure and encourage children who soon settle and get to know the routines. Children have positive relationships and behave extremely well. The adults actively promote their cooperation and respect for each other, for instance, when children discuss family photographs and celebrate each other's diverse backgrounds.

## What the setting needs to do to improve further

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

- review the planned changes to provide children with even more exciting and challenging opportunities to use information technology for different purposes and evaluate the impact this has on 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 of an activity with the provider who is the pre-school manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, including the pre-school's improvement plan and evidence of the suitability of staff and volunteers working in the pre-school.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The provider creatively consolidates links with schools to help children to be well prepared for full-time education. She and the staff thoroughly monitor the quality of the educational programme and teaching and their impact on children's learning and development. The provider now plans to further extend children's use of information technology for different purposes and intends to evaluate the impact of this on children's learning. Arrangements for safeguarding are effective. The provider and staff attend regular training and have a thorough knowledge of abuse, neglect and safeguarding procedures. They work conscientiously with vulnerable children, their families and the other agencies involved with them. The provider and staff are vigilant about checking children's welfare and know exactly what action to take if they have concerns about a child.

### Quality of teaching, learning and assessment is outstanding

The provider, staff and volunteers skilfully interact with children, adeptly altering their approaches to reflect children's different abilities, characters and ways of learning. They enthuse children who are eager to join in. The adults' excellent use of signing, visual aids and props really helps children to understand, concentrate and communicate. They skilfully develop and challenge children's thinking through discussions, practical number problems and opportunities to discover cause and effect. The provider and staff also expertly coach children so they are keen to tackle more demanding physical play activities.

### Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy using a wealth of stimulating toys and equipment. These reflect children's interests, stimulate their cooperative play and enhance their imagination and discoveries. Staff creatively use toys to extend children's skills, for example, introducing them to different ways of moving and jumping over low hurdles. Children thrive and are well nourished. They eat a great variety of fruit, vegetables and clearly understand about making healthy choices. Children confidently manage their personal care and good hygiene. They relish being active and outdoors. Children skilfully and safely balance and climb on different apparatus and confidently scoot, pedal and steer wheeled toys. Children behave safely and sensibly as they move around the premises, use equipment and handle utensils.

### Outcomes for children are outstanding

Many children's starting points are below what is expected for their age. The provider and staff's thorough assessments, excellent partnership working with parents and other agencies and exceptional teaching ensure every child makes significant progress. Children are fully prepared for their future learning. They thoroughly enjoy activities, know when it is important to listen and enthusiastically contribute to discussions. Children are given an excellent grounding in early mathematics and literacy. They show skill and accuracy in counting, ordering and comparing numbers and readily recognise colours and more complex shapes. Children love well-told stories and eagerly identify letters and associated sounds. They enjoy making marks and practising early writing.

## Setting details

<b>Unique reference number</b>	EY398409
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1059852
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Andie Ridley
<b>Registered person unique reference number</b>	RP514268
<b>Date of previous inspection</b>	6 December 2012
<b>Telephone number</b>	01905 351 031

Cherry Orchard Pre-School was registered in 2010. The pre-school employs four members of childcare staff, including the provider, who is also the manager. They all hold appropriate early years qualifications at level 3. Relief staff, volunteers and students also work at the pre-school. It opens from Monday to Friday, during school 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 children who speak English as an additional language and those who have special educational needs or disability. There are close links with a local school.

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