

# Cherry Tree Pre-School

The Scout Hut, Cheriton Recreation Ground, Cheriton, Hampshire, SO24 0QQ



<b>Inspection date</b>	10 January 2017
Previous inspection date	5 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and the committee are determined to provide the best possible care and learning for all children. They set a clear direction for the pre-school's future development. They are strongly supported by well-qualified and enthusiastic staff.
- Children of all abilities make good progress from their individual starting points. Staff plan activities that motivate and engage children. They accurately assess children's achievements and use this information to develop their interest and motivation.
- Staff provide children with nurturing support, encouragement and praise. Children arrive happy and eager to play. They behave very well and are consistently kind and considerate towards each other.
- Staff support children's language development well. For example, they engage children in interesting conversations and listen carefully to what they have to say.
- Partnerships with parents, other providers and professionals are good. Children benefit from the shared approach to their care and learning needs. Staff use these partnerships well to help improve outcomes for children.

### It is not yet outstanding because:

- At times, staff do not provide older children with the best learning opportunities to increase their understanding of letters and the sounds they make.
- The programme of professional development is not highly focused to target the development of staff, to raise the quality of teaching even more.

## What the setting needs to do to improve further

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

- develop further opportunities for older children to increase their understanding of letters and their sounds to extend their early literacy development
- target continuous professional development opportunities for staff more precisely to help ensure teaching skills improve even further.

### 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 pre-school manager.
- The inspector held meetings with the managers and the chair of the committee and spoke to staff and children.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff clearly understand their responsibility to keep children safe and know the procedures to follow if they have concerns about their welfare. The manager carefully reviews children's learning to ensure they continue to make good progress. Overall, she supports staff well. She regularly observes their work and gives useful feedback. Staff attend some training to help improve their teaching skills, such as gaining ideas on how to consistently extend children's speech and language skills. Self-evaluation of the quality of the pre-school is accurate and managers include the views of parents and children in their development plans. For example, at parents' request, staff increased daily feedback on children's activities.

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

Staff assess children's progress accurately and plan activities to capture children's interest. They place a strong focus on stimulating children's speaking and listening skills. For example, staff engage children in conversation and introduce new vocabulary as they create imaginary scenes with their snowy, small world play toys. Staff provide a wide range of opportunities for children to explore different materials and follow their ideas. For example, children enjoy making models with glittery dough and creating mud cakes and pies as they play in their 'mud kitchen'. Children become familiar with people's differences, such as learning about others' home languages.

### Personal development, behaviour and welfare are good

Children choose from a wide variety of good-quality play materials, indoors and outdoors. Children are enthusiastic learners and confidently explore their own ideas. They interact positively with each other in their play and learning and learn to be kind and helpful. For example, younger children become more sociable and confident when they sing, paint and play alongside older children. Staff skilfully support children to manage their own behaviour. For example, they consistently encourage children to use good manners, share and take turns. Children have many good opportunities to engage in physical exercise and to spend time in the fresh air to help support a healthy lifestyle.

### Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning, including school. They are confident learners and talkers. Children develop a strong interest in early reading. For example, they love story books and learn to use books to find information. Children develop their mathematical skills well, for example, when counting out small teddies and finding the correct numeral. They develop good physical skills. For example, younger children use tools to paint, while older children design and make patterns using cotton reels and thick paint.

## Setting details

<b>Unique reference number</b>	EY458949
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1063328
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Cherry Tree Playgroup Committee
<b>Registered person unique reference number</b>	RP532355
<b>Date of previous inspection</b>	5 November 2013
<b>Telephone number</b>	01962 736 674

Cherry Tree Pre-School registered in 2013. It operates from a Scout hut, situated within a recreation ground in Cheriton, Hampshire. The pre-school is open from 9am to 1pm on Monday, Tuesday, Thursday and Friday, and between 9am and 3pm on Wednesday. It is open during school term time only. The provider receives funding to provide free early education for children aged three and four years. There are five members of staff who work with the children. Of these, two hold relevant childcare qualifications at level 4 and two are qualified to level 3.

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