

Cherry Trees Playgroup

St. Andrews C of E Church, Woodward Road, Prestwich, MANCHESTER, M25 9TY



Inspection date

11 May 2017

Previous inspection date

18 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 works well with the committee members and effectively supports the smooth running of the setting. She uses self-evaluation to help identify strengths and weaknesses and develops clear action plans to drive improvements forward.
- The staff team uses an excellent range of ways to keep parents informed about their children's progress. This helps support continuity in care and learning. Parents speak highly about the setting and comment how their children have settled and flourish.
- Children behave well and have a good understanding of staff's expectations. Staff ensure that children's emotional needs are met effectively.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language receive the appropriate support they need. Staff liaise with specialist agencies and seek guidance to ensure that all children make good progress.
- Children benefit from a strong key-person system. They enjoy spending time with staff and form secure attachments. Children thrive in the positive environment.

It is not yet outstanding because:

- The manager does not yet fully utilise systems for staff supervision in order to identify ways to build on their already good practice.
- Staff do not consistently use sharply focused assessments to plan precisely to support children to make even more rapid progress in their learning.

What the setting needs to do to improve further

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

- make better use of assessments to plan even more precisely and help children make rapid progress in their learning
- strengthen the systems that are in place for staff supervision and further raise the quality of teaching to an even higher level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, including suitability of staff and qualifications.
- The inspector spoke to a number of parents during the inspection and took account of their views both verbally and written.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The well-qualified staff team has a good knowledge of the policies and procedures that are in place. Staff are aware of the signs and symptoms of abuse and indicators that children may be at risk of harm. The staff team uses risk assessments throughout the day, both within the setting and on outings. This helps to reduce potential hazards. The manager, generally, has a clear plan of professional development in place. For example, staff attend training, such as sign language and storytelling, to help develop their knowledge and skills. The manager has systems in place to track the progress made by both individual and groups of children. This helps to identify any possible gaps or acceleration in children's learning, overall.

Quality of teaching, learning and assessment is good

Staff provide a variety of activities to promote children's imaginative skills. Children enjoy pretending to cook lunch outside using grass as spaghetti. They dress up in doctors' and nurses' costumes and role play checking people are feeling well. Staff use good questioning techniques to help promote children's thinking skills. They sit at children's levels and use clear speech. Staff repeat what children say, offering praise when children use new words. This helps to promote children's communication skills and children develop confidence in their language skills.

Personal development, behaviour and welfare are good

Children enjoy playing outdoors. They practise their physical skills and use resources, such as rollers, spray bottles and brushes, to paint the walls with water. Children balance on blocks and navigate their way around the garden area on tricycles. Staff encourage children's independence skills. Children choose when to have their snack and butter their own crackers. They follow good hygiene routines and wash their hands before eating. Staff plan trips out, such as to the farm, parks and dentist. This helps children to develop their understanding of wider communities and their knowledge and understanding of the world.

Outcomes for children are good

Children are motivated to learn and ask lots of questions. They listen and follow instructions well, such as when they tidy up and get ready for lunchtime. Children enjoy choosing what they want to play with and develop close friendships with their peers. Children are confident and explore the stimulating environment. All children make good progress. They develop a range of skills that prepare them for their future learning and eventual move on to school.

Setting details

Unique reference number	EY416214
Local authority	Bury
Inspection number	1094519
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	48
Number of children on roll	38
Name of registered person	Cherry Trees Playgroup Committee
Registered person unique reference number	RP902141
Date of previous inspection	18 May 2015
Telephone number	07709 012 967

Cherry Trees Playgroup registered in 2010. The setting employs eight members of staff. Of these, seven hold appropriate early years qualifications at level 2 or level 3. The setting is open Monday, Tuesday, Thursday and Friday during term time from 9.30am to 2.30pm. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting provides funded early education for two-, three- and four-year-old children.

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