

Cherry Blossom Pre-School

Beckenham Place Park, 118 Old Bromley Road, London, BR1 4JY



Inspection date	11 October 2017
Previous inspection date	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 and staff have a good understanding of their roles and responsibilities. The manager has high expectations and is committed to developing the quality of the provision continuously.
- Children have many opportunities and space to learn outside and develop their physical skills. Staff provide a wide range of activities and resources that support learning outside. Children enjoy outdoor activities, such as the balancing frame and digging the soil. They are delighted when they discover potatoes and worms.
- The manager and staff have a good understanding of the learning and development requirements and how children learn. They plan activities that interest and fascinate children and support their progress across all areas of learning. Children actively engage in activities and communicate effectively.
- The manager uses funding effectively to support children, and any gaps in their learning are steadily closing. Children are confident, independent and ready for their next stage in learning, such as school.

It is not yet outstanding because:

- Staff do not consistently enable parents to contribute to their children's next steps in learning, to help them monitor and plan support so children make the best possible progress in all areas of development.
- Staff's practice is not consistently monitored precisely enough to help them all achieve high-quality teaching and learning for children.

What the setting needs to do to improve further

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

- refine the monitoring of children's learning and development and offer opportunities for parents to take an active role in contributing to their children's next steps in learning
- build on the monitoring of staff's practice, including those who do not regularly work at the setting, to help enhance the quality of teaching and learning experiences for children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including children's learning and assessment records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation and improvement plans.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff, including cover staff, are suitable to work with children and are aware of the health and safety procedures. All staff have a secure understanding of what to do if they have a concern about a child. They refresh their knowledge through training and staff meetings where they also evaluate and discuss the effectiveness of the provision. The manager uses the newly implemented tracking system to monitor groups of children and uses this information to apply funding effectively. For example, children have the opportunity to extend their experiences of the world around them through days at the beach, visiting the woods or having a theatre experience. This has a positive impact on children's development as well as their families.

Quality of teaching, learning and assessment is good

The setting provides children with a variety of opportunities to learn and play, especially outdoors. Children learn about the weather and put on rain suits and wellingtons to explore the outdoors during rain. Staff use effective language to help children learn across the different areas. For example, they involve counting and comparing when looking at worms to help children learn simple mathematical concepts. Staff identify children's starting points and use this information to plan activities to help children make further progress in their development. They provide purposeful play, follow the children's interests and guide their learning through positive interactions.

Personal development, behaviour and welfare are good

Staff deploy themselves effectively to ensure they supervise children well. They meet children's emotional needs, listening attentively and responding to them. For example, when children are unsure of participating in activities, staff gently encourage them. Parents know their children's key person and comment on the staff's warm and welcoming approach. Staff work effectively with parents to help children settle and feel secure. For example, parents have the opportunity to stay during this process. Children learn about personal hygiene procedures. They wash their hands before snack, and staff support them to wipe their nose and to use the toilet independently.

Outcomes for children are good

All children, including those who receive funding, make good progress and develop their social and communication skills. They ask for help if they need it and assist their friends to find resources. Children are confident and freely explore the natural learning environment. They have opportunities to make marks and develop their early writing skills. For example, they paint the shed and make marks in the sand. Staff make good use of the print around them to help children understand that print carries meaning.

Setting details

Unique reference number	EY488518
Local authority	Lewisham
Inspection number	1014896
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	28
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	Not applicable
Telephone number	0208 460 0223

Cherry Blossom Pre-School registered in 2015. It opens Monday to Thursday 9.15am – 3pm and Friday 9.15am – 12.30pm, term time only. There is a lunch club in between the sessions and children can stay all day. There are five members of staff working with the children, including the manager. All of the staff hold a qualification in childcare at level 3. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years..

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