

# Cherry Tree Pre-School

Cherry Crescent, Rawtenstall, ROSSENDALE, Lancashire BB4 6DL



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 23 November 2018 |
| Previous inspection date | 1 December 2015  |

| <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 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

- Staff are very responsive to the needs and interests of each child. They help children to feel safe, secure and confident in their own abilities. Children are active and enthusiastic learners and thoroughly enjoy their time at the pre-school.
- The dedicated manager is passionate about her role and has high expectations of staff practice and what children can achieve. She regularly seeks the views of children, parents and staff and uses this information to drive ongoing improvements.
- Staff establish children's interests and what they can already do, from the start. They use this information and their own detailed assessments to plan purposeful experiences and help children to make good progress.
- The friendly and enthusiastic staff provide a warm and inviting environment. They welcome each child's contributions and show a genuine interest in their views and ideas. Children are physically and emotionally well prepared for future learning and for school.

## What the setting needs to do to improve further

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

- enhance the opportunities to promote children's understanding and engagement of the world around them
- build on the methods to share ideas with parents to continue children's learning and support what they need to learn next.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

**Inspector**  
Cath Palser

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of child protection issues. They know what to do should they be worried about the safety or welfare of a child. The manager uses a comprehensive programme of staff training, support and supervision. She regularly monitors the quality of practice and helps to raise the good quality of teaching and learning. Following training attended, staff know to give children plenty of time to share their views and answer questions. Additional funding is used effectively. For example, the manager has invested in an additional member of staff to promote focused learning opportunities. The manager regularly reviews the progress children are making. She works closely with parents and other professionals to promote early support, if needed. All children are making good progress, given their starting points, and any gaps are closing.

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

Staff give helpful ideas and suggestions to encourage children's enthusiasm, creativity and critical-thinking skills. Children are keen to explore and experiment with the interesting range of media and materials. They manipulate the sand using their hands and a variety of tools and observe it as it forms different shapes. Staff use a range of effective methods to promote children's listening and communication skills. For example, they sound out words and sing action songs. Younger children are eager to lift the flaps in the books and name the hidden objects. They handle books with care and anticipate what will happen next in the story. Older children are keen to share their experiences. They talk about who might live in the forest they have designed and recall the character from a favourite story.

### Personal development, behaviour and welfare are good

Staff work closely with parents, to get to know children well and establish their care needs and routines. Children arrive with excitement and select resources independently. Staff are very good role models and give children gentle reminders of expectations. Children behave very well. They help each other and are kind and considerate. Children celebrate their achievements together and invite others to join in with their games. They share the resources with their peers and wait patiently for their turn. Children learn to keep themselves safe and make healthy choices. They play with vigour and energy and learn about the effects that exercise has on their bodies.

### Outcomes for children are good

Children are motivated and capable learners. They develop good independence, self-care and toileting skills, ready for school. Children are eager to help to undertake small tasks, such as tidying up their toys and pouring their own drinks. They are keen to take on a challenge and they experience new things with confidence and enthusiasm. Children enjoy positive relationships with their peers and develop strong attachments to staff. They are confident communicators; children listen attentively to others and contribute to discussions. Children have an eager disposition towards learning and develop the skills and attitudes they need, ready for school.

## Setting details

|  |                                     |
|--|-------------------------------------|
| <b>Unique reference number</b>                   | 309267                              |
| <b>Local authority</b>                           | Lancashire                          |
| <b>Inspection number</b>                         | 10064118                            |
| <b>Type of provision</b>                         | Sessional day care                  |
| <b>Registers</b>                                 | Early Years Register                |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 2 - 5                               |
| <b>Total number of places</b>                    | 32                                  |
| <b>Number of children on roll</b>                | 26                                  |
| <b>Name of registered person</b>                 | Cherry Tree Playgroup (Rawtenstall) |
| <b>Registered person unique reference number</b> | RP518547                            |
| <b>Date of previous inspection</b>               | 1 December 2015                     |
| <b>Telephone number</b>                          | 01706 229 153                       |

Cherry Tree Pre-School registered in 1993. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications to at least level 3, including one staff member who holds a qualification at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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