

Cherry Tots Pre-School

Cherry Willingham CP School, Lime Grove, Cherry Willingham, Lincoln,
Lincolnshire LN3 4BD



Inspection date	11 December 2018
Previous inspection date	14 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 observe and assess children as they play. They provide parents with a report that shows their children's progress and levels of learning. Newsletters include information for parents about how they can continue to support their children's learning at home. Children make good progress in their development.
- Children have strong attachments with staff and their peers and demonstrate that they are emotionally secure. Staff are good role models and show children kindness.
- The manager works well with the host school. She speaks to teachers about individual children and share information about their levels of learning. Staff take children to use the host school facilities, such as the hall and field, helping them to become familiar with the school environment.
- The manager supports staff well. Staff attend supervision and appraisal meetings where they reflect on their practice and identify professional development opportunities. They attend training that helps them to support children's communication and language skills.
- The manager monitors the progress made by different groups of children, such as boys and girls. Boys make very good progress in their communication and language skills and their understanding of the world.
- Staff do not consistently find out about children's achievements when they first start, to help plan more precisely for children's learning from the outset.
- Systems to enable parents to contribute to self-evaluation are not highly effective.

What the setting needs to do to improve further

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

- gather more precise information about children's prior learning when they first start, to help plan more effectively for children and to help them to learn at the highest level
- strengthen ways for parents to provide their views on the pre-school, to enhance self-evaluation and secure continuous improvement.

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 spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The premises are clean and well maintained. Staff implement effective risk assessments to help minimise risks to children. Safeguarding is effective. The manager and staff have a good knowledge of the signs of abuse and where they will report any concerns they have regarding children's safety and welfare. Staff work well as a team and supervise children well. They gather information about children's medical and dietary needs from parents when children first start. This helps them to promote children's good health. Measures are in place to ensure that children leave with an appropriate adult. Staff work well with other early years settings children attend. They share information about children's achievements that helps to promote children's good progress.

Quality of teaching, learning and assessment is good

Staff know children extremely well and make effective use of this information to plan for children's individual needs and interests. They provide opportunities for children to develop their mathematical skills. Children begin to add and subtract when, for example, they sing nursery rhymes. Staff encourage children to use their fingers to represent numbers up to five. Children display good listening and attention skills. Outdoors, children thoroughly enjoy pushing toy cars along a drainpipe and watching them fall into a tray at the end. They tell staff which car is their favourite and say, 'It is super fast'. Staff ask children a good range of questions that encourages them to solve problems. They tell staff that cars go the fastest down the 'plastic' pipe. Staff help children to recognise sounds that are represented by letters of the alphabet. This helps children to develop their literacy skills.

Personal development, behaviour and welfare are good

Children are confident and excited to show others their achievements. Staff encourage children to take photographs of artwork. This helps to raise children's self-esteem and gives them a sense of achievement in their abilities. Staff manage children's behaviour well. They encourage children to share and take turns and use distraction well to divert children's attention. Staff offer children healthy snacks. They provide opportunities for children to bake biscuits. Children weigh ingredients and learn how food is made. Children demonstrate their independence, for example, they wash their hands after painting and before baking. Children develop their physical skills. They stretch and bend their bodies to make different movements.

Outcomes for children are good

Children make good progress in their learning. They develop muscles in their hands. Children manipulate dough and use brushes with paint to make marks on paper. They show good social skills. Children form strong friendships with their peers and enjoy playing with them. Children fix construction pieces together, showing their imagination and problem-solving skills. They learn key skills for future learning.

Setting details

Unique reference number	253540
Local authority	Lincolnshire
Inspection number	10064625
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	20
Name of registered person	Cherry Tots Committee
Registered person unique reference number	RP904067
Date of previous inspection	14 October 2015
Telephone number	07709291009

Cherry Tots Pre-School registered originally in 1972. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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