

Cherry Tree Preschool Playgroup

St Francis Church Hall, St Francis Road, Blackburn, Lancashire BB2 2TZ



Inspection date	2 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The arrangement of resources in the extensive and inviting outdoor area provides children with wonderful opportunities for learning. Children make independent choices and staff demonstrate effectively how resources are versatile and can be used in many ways.
- Staff regularly observe, assess and track children's development. They have a very good understanding of what children already know and enjoy, and use this information effectively to identify any gaps in their learning.
- Managers have introduced an innovative and effective new method for planning for the next steps in children's learning and their evolving interests. They use this to plan challenging activities to help children to make good progress.
- Managers value staff's ideas and utilise their individual skills and interests effectively. They show a strong commitment to continually improving on the good-quality care and learning they provide for children.
- Children behave well at the pre-school. They wait patiently, take turns and share toys and resources.
- Staff provide children with very good challenges that develop their physical and investigation skills. Children are motivated to assess their own risks and carefully consider how to minimise dangers.
- Sometimes, staff do not give children enough time to consider and respond to the questions they ask.
- Occasionally, some children find it more difficult to make choices in their free play and remain focused on their learning when indoors.

What the setting needs to do to improve further

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

- give children more opportunities to think and respond to questions in their own time
- help children to make more choices about what they would like to do and focus on their learning.

Inspection activities

- The inspector observed the activities and experiences available to children indoors and outdoors and considered the impact these have on children's learning.
- The inspector held a meeting with the management team and checked a selection of documentation, including evidence of staff suitability to work with children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the comments and feedback provided by parents during the inspection.

Inspector

Linda Shore

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities to promote the safety, welfare and learning of children. They have a good understanding of what to do if they have safeguarding concerns about a child. The managers monitor all children's progress to help to ensure that individuals and groups of children are making at least typical progress. The managers show commitment to developing and improving practice and provide supervision and training to improve the quality of teaching. They deploy staff effectively, making the most of their skills and interests. For instance, staff with an interest in outdoor learning have attended forest school training and use the knowledge gained to enhance the learning opportunities outdoors. This results in a service that is continually improving.

Quality of teaching, learning and assessment is good

Children demonstrate high levels of concentration and critical thinking. They select tyres and planks to build structures for climbing and balancing. They learn new words, such as 'stable', to describe what they are seeing and doing. Staff remind them to carry out their own risk assessment and decide if it is too dangerous to walk along the plank. Children learn to work together in small groups, cooperating and sharing resources to achieve their goals. For instance, children use sticks to create the frame for a tepee. They help each other to support the sticks as they weave ribbons to create the walls. Children's listening and attention skills are practised in preparation for school. For example, they listen carefully to a story and identify the words that are incorrect or do not belong. Staff provide plenty of opportunities for children to learn about their local community and the world around them.

Personal development, behaviour and welfare are good

Staff are good role models, treating all children with great respect. Children's well-being and self-esteem are promoted very well as they celebrate their achievements. They stand confidently in front of the group, holding the trophy high. Children proudly announce what they can do, such as 'I can do my own buttons'. Children develop close bonds with staff, who take their preferences into account when choosing a key person. The key-person system supports positive relationships with all parents. Information is shared daily and parents' meetings are held to help them to support their children at home. For example, parents recently attended a session where they were introduced to the new school readiness programme. Children enjoy their growing independence as they select their own fruit and butter their own crackers at snack time. They learn the importance of good hygiene routines. Staff remind them that even if their hands do not look dirty, we cannot see the germs so need to wash them anyway.

Outcomes for children are good

Children have a positive attitude to learning and make good progress. Younger children develop skills in readiness for writing, including finger dough activities to help to strengthen their small muscles. Older children acquire the skills they need to continue their successful learning at school. They learn to follow expectations, for example, when sitting together as a whole group to take part in activities.

Setting details

Unique reference number	EY541080
Local authority	Blackburn with Darwen
Inspection number	10080154
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	35
Name of registered person	Cherry Tree Pre-School Playgroup
Registered person unique reference number	RP541079
Date of previous inspection	Not applicable
Telephone number	07790869645

Cherry Tree Preschool Playgroup registered in 2016. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2 and 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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