

Inspection date	20 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Not Applicable	

Summary of key findings for parents

This provision is good

- Children enjoy coming to this welcoming, well-organised club. They arrive happily after school and quickly settle into the familiar routine.
- Relationships between children and staff are good. Children approach staff confidently for help or support and staff are sensitive to children's individual needs.
- Staff make good use of the interesting outdoor play space. Children have great fun as they play imaginative games and join in physical activities.
- Children help themselves to equipment and resources and make confident choices about what to do. At times, however, staff do not make full use of all opportunities to encourage children to do simple tasks for themselves to further support their self-care skills, such as during mealtimes.
- Staff prioritise children's safety. They implement clear procedures for activities, such as using the climbing zone, to ensure children understand the rules. This helps keep children safe.
- There is a strong partnership with the school. Staff work closely with teachers and other school staff. They regularly share relevant information to help ensure children benefit from a consistent approach.
- Managers and staff reflect on their practice and work together closely to review what they do on a day-to-day basis. However, they have not fully established rigorous systems for evaluating the provision and identifying ambitious targets for future development, to help improve the provision even further.

What the setting needs to do to improve further

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

- extend opportunities for children to complete tasks for themselves to further support their self-care and independence skills
- strengthen systems for monitoring and evaluating the provision further, to identify more precise areas for future development and help raise the quality of practice even higher.

Inspection activities

- The inspector observed children taking part in activities with staff in the indoor and outdoor areas.
- The inspector held discussions with the owners, manager and staff about their practice.
- The inspector sampled documentation, including staff files and children's records.
- The inspector spoke to some parents and took account of their views.

Inspector
Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management is good

Managers have a clear understanding of their responsibility to protect children and promote their welfare. They make thorough checks of staff to ensure they are suitable to work with children. They monitor staff performance closely, for instance through regular meetings and appraisals. The arrangements for safeguarding are effective. Staff understand how to recognise and report any child protection concerns. They are supported to attend training and develop their skills. For instance, some staff have completed relevant qualifications, which has strengthened their understanding of children's development and behaviour. Staff have good relationships with parents. They share useful information with them by email and online. Parents speak very positively about the provision and are happy with the care provided.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities and resources for children to choose from. They give children time to relax after the school day and space to follow their own interests and games. Staff support children of different ages well. They adapt activities according to children's abilities and skills, to help ensure everyone can take part. For instance, children of different ages were keen to create snails from card and paper, with older children testing out a more complex design. Staff build on children's learning from school effectively, such as following the same themes for craft activities. They make sure they spend time with younger children when they first start, to help find out as much as possible about their interests and needs.

Personal development, behaviour and welfare are good

Children behave well and show concern for others. For example, older children sensitively include their younger friends in their games. They get along well together and readily take turns and share resources. Staff are good role models and reinforce the rules and expectations well. They teach children useful skills and knowledge to help keep them safe. For instance, children help complete risk assessments of the climbing zone before it is used. Children understand the routine for collecting a wristband and waiting for their turn. They know that this procedure is in place for safety reasons. They thoroughly enjoy using the challenging climbing equipment and practising their physical skills. Staff promote children's good health effectively. For instance, they offer healthy snacks and reinforce good hygiene routines, such as washing hands before eating.

Setting details

Unique reference number	EY540465
Local authority	West Sussex
Inspection number	10089517
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	70
Number of children on roll	142
Name of registered person	Cherry Tree Childcare Ltd
Registered person unique reference number	RP540464
Date of previous inspection	Not applicable
Telephone number	07766 108141

Cherrytree Childcare registered in 2016. It operates from Vale School in Worthing, West Sussex. It provides care from 7.45am to 8.30am and 3pm to 5.30pm each weekday during term times and from 8.30am to 5.30pm during the school holidays. There are nine members of staff who work with the children, five of whom have relevant qualifications.

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