

Inspection of Cherry Tree Pre School

Cherry Tree Pre-School, Rushby Mead, Letchworth Garden City, Hertfordshire SG6 1RS

Inspection date: 10 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at this friendly pre-school. They arrive happily and are eager to explore the exciting learning opportunities, both indoors and in the large garden area. Staff have strong knowledge of children's interests and abilities. They use this information to plan activities aimed at supporting children's development. For example, children show an interest in space. Staff support them in making their own rocket to investigate the solar system.

Children demonstrate high levels of confidence in the pre-school. Staff promote this by offering regular praise and encouragement. For example, children make a bridge in the garden and staff encourage them to explore the correct lengths of wood to use. Once complete, children cross their bridge to much applause from staff.

Children with special educational needs and/or disabilities are particularly well supported in the pre-school. The manager and key staff work closely with carers and professionals to establish comprehensive development plans. These plans are well communicated to all staff, who are consistent in implementing additional support. This ensures children of all abilities to make good progress.

What does the early years setting do well and what does it need to do better?

- The manager and staff communicate well with families from the start. They are aware of children's early experiences and provide opportunities children may not otherwise have access to. For example, staff provide waterproof suits for all children. This allows children access to the garden area in all weathers.
- Staff engage well with children in activities. They adapt their approach to meet the needs of all children. Children eagerly investigate sand. Staff encourage them to develop their knowledge of size by making various sandcastles. Staff support the most-able children to explore and continue patterns and sequences in the castles they make.
- Staff promote children's critical thinking skills in activities. They ask age-appropriate questions and allow children plenty of time to respond. Children explore a variety of pots and containers to see which ones they can fit their hands into. Staff ask lots of questions about size and shape to establish if grown up hands will fit in.
- Staff monitor children's development well. They make good use of assessment and use it to plan children's future learning goals. Staff communicate this information to parents with ideas to further support children's development at home.
- Children are learning to behave well in the pre-school. They remind their friends of the rules, such as not throwing sand. Staff consistently explain their

expectations of behaviour to children. They support children to understand the effects that unwanted behaviour can have on them and their friends.

- The provider, manager and staff work in partnership to reflect on how they run the pre-school. They make changes to meet the needs of children and families, and closely monitor their success. For example, the pre-school recently trialled extending their opening hours, following feedback and evaluation.
- Staff support children's independence well in the pre-school. They offer lots of praise for children's efforts and accomplishments. Children take pride in the tasks they complete, such as putting their own coats and shoes on.
- Children demonstrate they feel safe and secure in the pre-school. They regularly cuddle up to staff and seek them out for support. On occasions, children struggle when separating from parents or carers. The nurturing staff are on hand to offer support, which enables children to settle swiftly.
- Parents are complimentary about the pre-school. They value the high-quality electronic and verbal communication staff provide. Parents also comment on how well staff prepare their children for school.
- Staff model good language skills. They use lots of descriptive words to develop children's vocabulary. However, staff do not always support children to engage and interact with one another during some activities, to fully promote children's conversational skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff all demonstrate strong knowledge of the signs and symptoms, which could indicate a child is at risk of harm. They confidently explain the safeguarding procedures which are in place, including the referral process to follow if they have concerns about the welfare of a child. The manager and staff make sure children's safety is paramount. All staff regularly complete comprehensive first-aid and safeguarding training. They ensure the setting is safe for children by completing daily risk assessments of all areas of the setting.

What does the setting need to do to improve?

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

- develop children's communication skills further, supporting and encouraging them to engage in high-quality interactions with both staff and other children.

Setting details

Unique reference number	2496783
Local authority	Hertfordshire
Inspection number	10191162
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Breakwell, Jessica Bunny
Registered person unique reference number	RP905623
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Cherry Tree Pre School registered in 2011. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education to assess the impact on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The manager and the inspector completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The manager and the inspector discussed how the pre-school is organised.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the setting and tracked the progress of children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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