

Inspection of Cherry Trees Playgroup

St Andrew's C of E Church, Woodward Road, Prestwich, MANCHESTER M25 9TY

Inspection date:

5 December 2022

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| Overall effectiveness | Good |
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Staff at this friendly setting strive to secure the best outcomes for all children. Children enter the setting confidently and staff greet them with a warm smile. All staff know each child's individual needs and interests well. Staff use this knowledge to ensure all children make good progress through the well-planned curriculum. Speech and language development are at the heart of all practice in the setting. Staff develop and follow individualised plans which help children's communication skills improve rapidly.

Staff have high expectations of each child and this is reflected in how hard children try to do their best. Children behave well and are learning to manage their emotions through a range of strategies. Children are safe in this nursery. They understand and follow the rules. Children beam with pride, saying, 'I was so good,' when their efforts are praised. Children's achievements are recognised by being chosen as the 'train driver' who leads all the other children to lunch. Children form close bonds with the staff, who they call 'auntie'. Children confidently approach staff to read a story, help solve a problem or have a cuddle.

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

- The setting follows a clear and sequenced curriculum. The curriculum is designed to be flexible and therefore inclusive to children with a wide range of needs. Staff plan engaging activities that enable children to reach ambitious goals. As a result, all children make good progress in all seven areas of learning.
- Staff provide a language-rich environment to encourage communication and language development. Children are encouraged to share their own experiences and answer questions during circle time. Staff use a wide vocabulary and model a good standard of English as they read or talk to children. As a result, children learn to speak confidently and clearly.
- Staff understand the ways in which children learn effectively. For example, children learn five nursery rhymes each term and become familiar with the sounds and vocabulary within them. Each term, children add to this knowledge to build a repertoire of songs. Building upon what the children already know helps them to remember what they have learned. Children show good recall of what they have learned as they join in singing time with confidence and enthusiasm.
- Children are supported to explore mark making through a range of activities. For example, children wheel diggers across sand and then talk about the shapes and patterns they make. However, for children who are ready for more challenge, there are limited opportunities to use writing implements and see written words in their play.
- Staff plan engaging indoor activities which help children to make progress across

all areas of learning. Outdoors, children develop physical skills such as coordination as they pedal tricycles and use scooters. However, opportunities to develop skills in other areas of learning during outdoor play are limited.

- Staff use a range of strategies to establish what children know and can do. Where a barrier to learning is identified, staff work closely with other agencies to provide the support children need. This effective use of assessment enables each child to make rapid progress.
- Children are supported to develop independence skills. They hang up their own coats, wash their own hands and help to tidy up. Staff also encourage children to manage their own feelings and behaviour. For example, children use a sand timer to help them wait patiently when taking turns. Consequently, children behave responsibly and develop skills they will need to be ready for school.
- The manager and staff strive to work closely with parents and carers. Where parents speak English as an additional language, staff seek ways to communicate in their first language to ensure vital information is understood. Parents and children like borrowing books to enjoy together. Parents are regularly invited into the setting to celebrate their child's achievements. Parents are encouraged to continue their child's learning at home.
- Staff support children to understand how to keep themselves healthy. Children are encouraged to eat healthy lunches. This is role modelled by the staff, who eat alongside them. Children are physically active inside the setting and outdoors. Children brush their teeth daily in the setting and are learning to manage their own personal hygiene.
- There are effective systems for supervision and observation of staff. The manager gives swift, detailed and constructive feedback, identifying any areas for improvement. Staff receive a good standard of support for professional development and personal well-being. As a result, staff continually seek opportunities to improve their own practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the signs and symptoms of abuse and know how to act upon any concerns. Staff understand the whistle-blowing policy and know who to contact for support outside of the setting. Staff are alert to the signs of neglect and closely monitor children's well-being. Staff work closely with children's families to achieve the best outcomes for children. Staff hold paediatric first-aid certificates and understand what action to take in case of emergency. Suitability checks have been completed for all staff.

What does the setting need to do to improve?

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

- increase opportunities for children to freely access an even wider range of resources to support their early reading and writing
- continue to improve the outdoor area to ensure children are able to continue learning from the curriculum in the outdoor environment.

Setting details

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| Unique reference number | EY416214 |
| Local authority | Bury |
| Inspection number | 10263785 |
| 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 | 48 |
| Number of children on roll | 23 |
| Name of registered person | Cherry Trees Playgroup Committee |
| Registered person unique reference number | RP902141 |
| Telephone number | 07709 012 967 |
| Date of previous inspection | 11 May 2017 |

Information about this early years setting

Cherry Trees Playgroup registered in 2010 and is located in Prestwich, Manchester. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The setting is open Monday, Tuesday, Thursday and Friday during term time from 9.30am to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Myatt

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 manager took the inspector on a learning walk. They discussed the curriculum and what staff want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector viewed key documentation, including evidence of suitability and qualifications.
- Staff spoke to the inspector at appropriate times during the inspection and the inspector took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The manager and inspector carried out a joint observation together before discussing the impact practice had on children.
- Parents and carers shared their views about the setting with the inspector.
- The inspector held discussions with the manager.

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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