

The Cherries Pre-School Playgroup

The Cherries Pre School, School Lane, Newington, Kent, ME9 7LB



Inspection date	4 May 2017
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 establish positive partnerships with other early years professionals. For example, they liaise closely with other settings to share and discuss new ideas.
- Children make good progress. For example, they learn good early mathematical skills and confidently count as they play.
- The manager closely monitors the quality of teaching and the care staff provide. For instance, she holds regular one-to-one discussions with staff to discuss their performance and observes them in practice to highlight any potential training needs.
- Children have good opportunities to develop their physical skills. For example, they build obstacles using tyres and crates to explore climbing and balancing.
- There is a good range of opportunities for children to learn and respect other people's similarities and differences. For example, they make potato latkes while learning about Jewish New Year.
- Children enjoy interesting activities that help them develop their creativity. For example, they explore making marks with different items, such as rolling marbles in paint.

It is not yet outstanding because:

- Staff do not plan changes in some daily routines to fully engage children and keep them occupied and interested.
- Staff miss opportunities to extend children's understanding and interest in technology further.

What the setting needs to do to improve further

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

- improve the organisation of some daily routines to help children remain fully engaged in their learning
- extend the range of ways to further develop children's understanding and interest in technology.

Inspection activities

- The inspector observed staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff effectively evaluate their practice. For example, they have daily discussions to reflect on the events of the day. Staff use the feedback to help them make improvement plans. The manager and staff keep up to date with new ideas and attend regular training to help build on their skills and knowledge. For example, staff learn how to engage children in mathematical play further. Staff establish positive relationships with parents, they keep them informed in their children's learning and share their achievements. This helps to provide children with a good, consistent approach to their shared care and learning. Staff use additional funding effectively to meet children's individual learning needs. Safeguarding is effective. Staff have a confident knowledge of the safeguarding procedures to follow and who to contact to raise any concerns if necessary to help protect children's safety and welfare.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's progress. This enables them to promptly highlight any gaps in their development and provide children with individual support to help quickly close them. Staff help children to prepare for their upcoming move to school. For example, they take children to visit the school and participate in story and play times in their new class. Staff skilfully build on children's interests. For example, when children are keen to retell a well-known fairy-tale about pigs, staff encourage them to build houses made of real materials, such as straw and sticks, to bring the story to life. Staff support children to develop good communication skills. For instance, they ask challenging questions to encourage them to listen and confidently respond.

Personal development, behaviour and welfare are good

Children have good relationships with staff, who know their individual personalities well. This helps children to feel valued and develop a good sense of belonging. Children are polite and behave well. For instance, they remind each other of the pre-school rules. Children develop a good understanding of the importance of healthy lifestyles. For example, they discuss the impact of exercise on their bodies during daily exercise sessions and freely access quieter areas when they feel the need to rest.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children develop good early reading and writing skills. For example, they recognise simple words and write their own shopping lists during role play. Children participate in more complex activities that require a good level of maturity, such as using real tools like hammers, during woodwork activities.

Setting details

Unique reference number	EY423811
Local authority	Kent
Inspection number	1094717
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	The Cherries Pre-School Playgroup
Registered person unique reference number	RP528586
Date of previous inspection	17 June 2015
Telephone number	01795 841 131

The Cherries Pre-School Playgroup registered in 1983. It is located in Newington Primary school in Newington, Kent. The pre-school is open Monday to Friday, from 9am until 3.45pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff, seven of whom hold a relevant early years qualification at level 3, one member of staff holds a BA (Honours) Degree in Early Years and another holds qualified teacher status.

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