

Cherry Trees Pre-School Ltd

Unique reference number (URN): 2794722

Address: Church House, St. Margarets Road, Prestwich, Manchester, M25 2QB

Type: Childcare on non-domestic premises

Registered with Ofsted: 29/07/2024

Registers: EYR

Registered person: Cherry Trees Pre School LTD

Inspection report: 16 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Children's welfare and wellbeing

Strong standard ●

Children show they feel very happy and secure at the setting. They form extremely close bonds with the caring staff and each other. Children's wellbeing and welfare is central to everything they do. Leaders and staff invest a great deal of time into getting to know children and families during the unhurried settling in sessions. They plan for individual children's interests and learn about their culture and context of their family. Leaders and staff work hard to create a positive sense of belonging. For instance, they plan a variety of cultural events such as Henna painting and making tealights when celebrating Eid and Diwali.

Leaders and staff invest a lot of time in ensuring children transition to school is a positive experience. For instance, they attend local authority transition meetings and also hold meetings with individual teachers in order to help the children settle in with ease. Children receive excellent levels of support to grow and foster their confidence. Staff frequently acknowledge children's efforts and give words of encouragement. This keeps them motivated to join in and learn. Leaders and staff work in close partnership with parents and other professionals to promote children's oral health. They have frequent discussions with children about the importance of oral health and engage in tooth brushing activities to support children to lead healthy lifestyles.

Expected standard ●

Achievement

Expected standard ●

Children demonstrate positive attitudes towards learning and enjoy engaging in a range of learning experiences both indoors and outdoors. They are motivated to join in and receive helpful levels of support from staff to achieve new knowledge and skills. For instance, they show independence as they find their coats to get ready for garden play independently. They also show developing self care skills and understand the importance of washing their hands after using the toilet and before eating. In addition, they pour their own drinks and display clear knowledge about making healthy food choices.

Children generally develop effective listening and attention skills as they join in with group activities and storytelling sessions. They use a range of descriptive language such as 'gigantic' and 'scary' when exploring puppets and props. Furthermore, they display creativity and imagination when making Father's Day artwork and experimenting with mixing colours when painting. Children also have fun pretending to go camping. They delight in making mud soup, cooking on the barbeque and filling their backpacks with camping equipment. This fosters their imagination and develops their physical skills. Children evidently enjoy their time at the pre school and make positive progress across the different areas of learning.

Behaviour, attitudes and establishing routines

Expected standard 

Children develop positive relationships with their peers. They enjoy listening to stories and singing nursery rhymes together. They also show kindness and patience as they take turns and share resources. Staff are very positive role models. They actively join in with children's play and help them to learn about listening and compassion. They remind children about the classroom rules and children show clear understanding about the boundaries of the setting. Leaders and staff closely monitor children's attendance and work closely with families to ensure children benefit from consistent care and education.

Staff are respectful and frequently explain the expectations of the setting in a calm and age appropriate way. They use different strategies such as using a sand timer to help children to take turns with particular resources. Overall, children show positive levels of engagement and enjoyment, and several children persevere and persist for extended periods during play. In addition, lunch time is a very calm and sociable part of the day. Children show developing independence as they pour their own drinks and practice using a knife and fork. Children are very polite and staff beautifully engage in conversations about children's favorite foods, activities and what football team they support.

Curriculum and teaching

Expected standard 

Leaders and staff know children extremely well and plan a generally varied and ambitious curriculum that children enjoy. For instance, children like making cakes in sand and receive skilled support as they discuss the different ingredients. They also hear and use lots of mathematical language as they discuss different weights and measurements. Children also have fun washing different wild animals in water and discuss a recent trip to the zoo where they saw zebras. Furthermore, children have lots of opportunities to develop their early writing and literacy skills as they experiment with water and paintbrushes to explore different marks outdoors.

Although children enjoy a generally varied curriculum, leaders and staff do not consistently consider how they can further enhance and extend activities to offer even further opportunities for learning. Furthermore, although children enjoy singing nursery rhymes during group time, staff do not consider the benefits of smaller group activities to further support children's attention skills and to help quieter children to build their confidence further. Throughout the setting, there is clear focus on extending children's language skills and helping them to develop a love of books and to hear new vocabulary. This is apparent when children retell the story of 'Jack and the Beanstalk' with a variety of puppets and props. This helps to capture children's interest and motivates them to engage in storytelling within a group.

Inclusion

Expected standard 

Leaders and staff place clear focus on ensuring children benefit from an inclusive learning environment. They complete baseline assessments when children join, along with parents and swiftly identify if a child may need some additional support. Leaders and staff are proactive and work in close partnership with external professionals. They submit referrals in a timely manner and implement recommendations to tailor support for individual children.

This helps them to make positive progress and achieve new goals from their starting points. Furthermore, leaders and staff implement effective arrangements and work collaboratively to assess, plan, do and review, which supports children's ongoing development and progress. Children with special educational needs and/or disabilities and those in receipt of additional funding thrive at the setting. They receive helpful levels of attention and support and benefit from generally well-planned daily interventions to help them to achieve new goals. Staff use objects of reference visuals to help children understand about the routine and what is happening next. Leaders and staff use additional funding successfully. They invest in new sand and water play equipment to support children's interest in messy play and purchase a spinning chair to support children's interest in rotating during play.

Leadership and governance

Expected standard 

The pre school is run by a passionate and committed leadership team. The dedicated and long standing team express high levels of enjoyment and satisfaction at work. They state that they benefit from termly supervision meetings and ongoing opportunities to enhance their knowledge and skills. They also express that their workload is manageable and they value the team they work with. Leaders and staff have high levels integrity when supporting children with special educational needs and/or disabilities or those who may face other barriers to their learning. They work in close partnership with external agencies and use additional funding in a purposeful and impactful way.

Overall, leaders and staff have a largely accurate view of the setting. They engage in ongoing self-evaluation and strive to make ongoing improvements to benefit the children. For instance, they have recently made some renovations to their outdoor space to enhance children's opportunities to play and learn outdoors. Leaders and staff also reflect on their curriculum offer. However, they do not always consider different ways of further extending activities to stretch children's learning to the very highest level. Partnerships with parents is a real strength. Parents are extremely happy with the community at the pre school. They discuss how their children are flourishing, making very positive progress and how much they value the welcoming and supportive team.

What it's like to be a child at this setting

Children display high levels of emotional wellbeing at this extremely nurturing pre school. They evidently form strong bonds with the caring and attentive staff. This helps to build their confidence and supports them to develop positive attitudes towards learning and trying new things. There is a highly successful key person system in place. Each individual child is

known extremely well by their key person and other staff. This helps each child to be celebrated and nurtured, which creates a strong sense of belonging.

Children show they are happy and feel secure. They enjoy engaging in a range of activities with enthusiasm and eagerness. Children listen and behave well. They show a clear understanding of the boundaries and of expected behaviour. All children, including those with special educational needs and/or disabilities and those that may face other barriers enjoy a generally varied curriculum and benefit from skilled practitioners that support their learning and development well.

Children enjoy exploring play dough and making footballs. Staff attentively demonstrate how to roll and form a ball and help children to use words such as soft and squidgy. This helps children to follow instructions and learn new skills. In addition, children enjoy playing hairdressers. They receive lots of encouragement and skilled support to discuss their hair colour and type as they play. They also discuss how hairdryers are powered by electricity. This helps children to learn new language and to learn about similarities and differences and what makes them unique. Children evidently make positive progress and are suitably prepared for their next stage of learning and move onto school. Creating an inclusive and supportive environment for children and families is central to the pre school's ethos. Children express they enjoy attending and parents state their children flourish at the setting and love attending.

Next steps

- Leaders should consider further ways of supporting staff to further enhance how they plan activities that offer greater breadth and depth to extend children's learning to the very highest level.
- Leaders and staff should review the organisation of group time to support children to learn within smaller groups, to best support quieter children.

About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, parents and children during the inspection.

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.

Inspector:

Amy Wilkinson

About this setting

Unique reference number (URN): 2794722

Address:

Church House
St. Margarets Road, Prestwich
Manchester
M25 2QB

Type: Childcare on non-domestic premises

Registration date: 29/07/2024

Registered person: Cherry Trees Pre School LTD

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 08:00 - 15:30

Local authority: Bury

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 16 June 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

20

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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