

# Twincle Pre-School

Inspection report for early years provision

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**Inspector** Jan Linsdell

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Twindle Pre-school was registered in 1996. The pre-school is run by a committee and operates from a mobile classroom situated within the grounds of Windle Church of England Primary School in Windle, Cheshire. Children also have access to the main school hall, a secure outdoor play area and shared use of the school grounds. The pre-school is open each weekday from 8.45am to 3.15pm, term time only.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 12 children aged from two to five years may attend the pre-school at any one time. There are currently 11 children on roll within the early years age range. The pre-school receives funding for free early education and supports children with special educational needs and/or disabilities.

The pre-school employs three members of staff including the manager. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualifications at level 2. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children receive an excellent level of attention and support, which enables them to make significant gains in their learning and development. Inclusion is extremely well promoted and highly effective partnerships with parents, carers and other professionals significantly benefit the children's welfare and learning. Systems for self-evaluation are mostly effective and there is a strong commitment to maintaining continuous improvement. Leadership and management is satisfactory overall because some aspects of safeguarding and certain documentation do not fully meet requirements.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records, policies and procedures required for the safe and efficient management of the setting are easily accessible and available for inspection by Ofsted, for example, the medication policy and record of risk assessment (Documentation). 23/03/2012

To further improve the early years provision the registered person should:

- carry out regular evacuation drills and record details of any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded because staff are trained in safeguarding and they follow comprehensive safeguarding policies and procedures to protect children from harm. All staff complete necessary checks to ensure they are suitable to work with children. However, the provider failed to notify Ofsted of a change to the committee and it is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Most of the records, policies and procedures to promote the safe management of the setting are suitability maintained. However, the manager is in the process of updating some records at home and, as a result, not all documentation is available for inspection, such as the medication policy and the up-to-date record of risk assessment. This has no adverse affect on children's safety, but it is a breach in requirements.

Best use is made of available space, with high quality resources and clearly defined areas that promote all aspects of children's learning really well. The pre-school is small, which means children receive high levels of individual attention and support. Staff have high aspirations for everyone to achieve as much as they can. Inclusive practice is at the heart of everything the pre-school offers and staff are extremely knowledgeable about children's individual needs and backgrounds. They provide sensitive support to children with special educational needs, which means that children are fully included and their individual needs are well met.

The team participate in a variety of training to enhance their skills. Systems for self-evaluation are mostly effective and staff are using the 'Moving on' document to identify where further improvements can be made. Recommendations from the last inspection have been fully addressed. For example, children freely access drinking water and staff gather extensive information from parents about the children when they first start.

Staff engage exceptionally well with parents and carers. They positively promote parental involvement for example, using the 'sharing stars' board and lending story sacks to parents so they can read with their children at home. Parents are highly complimentary about the pre-school. They say 'children love coming' and staff 'get to know the children really well'. Highly successful partnership working with the host school and other professionals significantly contributes to supporting children's welfare and learning. For example, staff use home-setting diaries to share information and children participate in various school activities.

## **The quality and standards of the early years provision and outcomes for children**

Staff support and guide children's learning exceptionally well. They listen carefully to children and encourage them to express their ideas. Observation, planning and

assessment systems are meticulously well implemented. This means children's learning is carefully planned for and their progression is closely monitored. Comprehensive summary reports and superbly presented 'learning journeys' clearly show children's achievements across the six areas of learning. Consequently, children thoroughly enjoy their play and make significant gains in their learning and development.

Close and supportive relationships with staff enable children to feel safe and confident. Children learn about safety rules and they listen to stories that promote useful discussions about how to keep themselves safe at home. However, they do not take part in regular fire drills, which limits their ability to practise what to do in the event of an emergency. Children have excellent opportunities to learn how to lead healthy lifestyles. They enjoy plenty of fresh air and exercise, where they competently ride wheeled toys or bounce on the trampoline. They help themselves to tissues and they sing songs to help them understand the importance of hand washing. Children can choose to bring a packed lunch or eat highly nutritious and healthy foods provided by the school.

Children are encouraged to think about solutions to simple problems. They join in with number rhymes and use mathematical language to describe the size, weight and height of objects. Much emphasis is placed on supporting children's language and communication skills and helping children to express their feelings. Children delight in singing the 'silly soup' song, which helps them to link sounds and letters. They spontaneously dance and sing along to music, and there are many examples of their creative skills on display, particularly the flying dinosaur.

Children develop very good skills for the future. They use the computer and take photographs with the camera. They are confident to share their good ideas, such as using pipes and crates to create a bird house. Children learn about other cultures and beliefs, as they access various resources and take part in celebrations, such as the colourful festival of Holi. Staff model respectful behaviour and 'Pip the puppet' is highly successful in promoting children's confidence and self-esteem. Children develop responsibility, as they help to feed the birds, and exciting activities, such as making 'Herman the German friendship cake', helps children to learn the importance of sharing and taking turns.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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