

Winwick Pre-School Nursery

Winwick Leisure Centre, Myddleton Lane, Winwick, WARRINGTON, Cheshire, WA2 8LQ

Inspection date	26/06/2013
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not adequately addressed a previous action to ensure all adults working with children complete required Disclosure and Barring Service checks. This means they are unable to demonstrate that all adults, including volunteers, are suitable to work with children to ensure their safety.
- Required records regarding staff qualifications are not held to help demonstrate staff suitability and their appropriate deployment.
- Evaluation procedures are weak and do not effectively secure improvements or accurately identify the nursery's strengths and weaknesses to drive further improvements.
- Opportunities for children to explore their own ideas in art and craft activities are, at times, limited as some activities are overly directed by staff.

It has the following strengths

- Staff have a good understanding of how children learn and use this knowledge to plan a wide range of activities. As a result, children are making good progress in their learning.
- Children develop independence and confidence as they share tasks and responsibility in the nursery.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outdoor area.
- The inspector held meetings with the acting manager and the manager and provider and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents, carers and children talked to on the day.

Inspector
Mary Wignall

Full Report

Information about the setting

Winwick Pre-School Nursery opened in 1985 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is privately run and managed. The nursery serves the local area and is accessible to all children. It operates from one room within the local community building in Winwick, north of Warrington and there is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, one at level 2 and one holds Qualified Teacher Status. The pre-school is open each weekday from 9.15am to 12.15pm during term time only. Additional sessions are offered from time to time. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who works directly with children as part of an effective system to ensure their suitability to work with children.

To meet the requirements of the Early Years Foundation Stage the provider must:

- record information about staff qualifications to enable effective monitoring of staff deployment.

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

- use challenging criteria and rigorous monitoring of practice to identify strengths and weaknesses and develop improvement plans to drive continuous improvements and ensure all requirements are met
- enhance the development of creative skills for children, for example, by providing children with opportunities to use their skills and explore concepts and represent their own ideas, thoughts and feelings through design and technology and art.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children play and explore with confidence as staff use their good knowledge of how children learn to encourage and develop their enthusiasm for learning. They use a range of good teaching techniques to engage children effectively in their learning. Children display pride in their achievement as they ask staff to see what pictures they have made or what towers they have built. Generally, staff balance adult-led and child-initiated play well. However, some art and craft activities are overly directed. Children have less opportunity to develop their own ideas and explore different possibilities to further develop their creative skills.

Children's early literacy skills are sensitively promoted. Children see their name written in large clear text on labels as they arrive. They are encouraged to find their name to help register their attendance. Staff support younger children to recognise their name as they point to it and read it out loud. Staff have high expectations of children. For instance, they

playfully ask children to recognise numerals and letters as they build towers. They value children's suggestions as they notice the letter 'L' is similar to a number seven when upside down. Children show high levels of concentration as they play with blocks. Staff skilfully extend and enhance their enjoyment as they talk about how the blocks balance or how different shapes fit together. They think out loud as they play, subtly offering suggestions children delight in exploring as they build towers of different shaped blocks. They give children time to experiment with the different shapes and share their pride in the constructions they make. Children enhance their understanding of mathematical concepts as staff model rich mathematical language as they play.

Revised systems to observe, plan and assess children's learning help ensure staff use what they know about children to plan for their next stage of learning. This includes information gathered from parents, other setting or professional involved with children. New tracking sheets help staff to monitor children's progress to the early learning goals. Parents receive regular updates about their child's progress in informal discussions with staff and in written summaries of their progress. This helps build positive partnerships to help ensure consistency and continuity for each child's learning. Consequently, children are making good progress given their in discussion starting points.

Children are secure in communicating their ideas and needs to staff. They talk to staff and peers naturally and confidently in play. They have opportunities to talk in small group activities, such as, in story sessions or 'news time' and in group discussions at snack time. Most children are eager to talk and relish being listened to by the whole group. This promotes confidence in their talking as well as developing children's listening skills. Staff encourage children to listen by using gestures to remind children, such as putting their hand to their mouth. They offer clear explanations to children of why it is best for only one child to talk at a time so all can hear what they say. Staff are calm and confident so children soon settle. They read stories with great expression to enhance children's enjoyment and interest.

The contribution of the early years provision to the well-being of children

Children talk comfortably to staff and adults in the nursery displaying warm relationships. They demonstrate they feel safe as they enjoy playing and being imaginative. Some staff children play with are not suitability vetted and this creates a false sense of security for children. The impact on children is minimised because staff are not left alone with children. Children display a sense of belonging as they arrive, they enter confidently and easily find toys and activities of interest to them. As activities and resources have to be stored away at the end of each session, staff encourage children to help. Children develop responsibility and independence they help carry toys to the neat storage units. They are encouraged and reassured by staff if they drop things. For instance, when a box of crayons is dropped children show concern as they look to staff to help. Staff respond calmly and encourage children to pick them up and try again. This helps build children's confidence to practise carrying things safely and develops their moving and handling skills.

Children learn to play well with each other as staff encourage them to share and take turns. Staff create an inclusive environment in which all children feel included. Staff plan

activities to extend children's understanding of similarities and differences between themselves and others. For instance, they look at atlases and figures from round the world. Younger children, or those new to the nursery, are supported by staff to join in games and play. As children show interest in new activities they are welcomed warmly. Staff talk to children about the benefits of taking turns. This helps build children's social skills and promotes their well-being. Staff share information with parents and other carers to ensure consistency for children. For instance, local school teachers visit to reassure children about their planned transition to school.

Children are learning about good hygiene routines as staff are consistent and offer clear explanations to children why their hands should be washed before eating. For instance, when children say they have already washed their hands, they explain why they need to wash them again. They discuss where their hands have been, such as on the carpet or outside. Children show understanding as they link dirt to germs and being ill in conversation. Children experience healthy eating as staff prepare snacks of plain biscuits and fresh fruit. Staff extend their interest and understanding of where food comes from as they talk about what vegetables they grow at home.

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

The provider does not adequately ensure all welfare requirements are met. A previously raised action to ensure suitability checks for all adults are obtained has not been adequately addressed. There are no effective systems to ensure all staff, including volunteers, complete required Disclosure and Barring Service (DBS) checks to demonstrate their suitability to work with children. This is a breach of requirements and does not ensure that children are consistently safeguarded. It is also a breach of requirements of both parts of the Childcare Register. However, the provider does ensure that staff without required DBS checks are supervised at all times to minimise the potential impact on children's safety. The provider understands the need to record some information about staff suitability and maintains a record of checks completed on staff. However, the record does not include information about staff qualifications for all staff. This is a breach of requirements. It does not effectively demonstrate that staff: child ratio requirements are met and staff are deployed appropriately to ensure children are appropriately cared for.

Systems to evaluate practice are weak. They are not based on careful monitoring of practice and do not use challenging criteria to help identify strengths and weaknesses accurately. Improvement plans are not in place to help drive further improvement. Close team working between the managers and staff ensure the educational programme and the quality of observations on children's learning are sufficiently monitored. One of the managers has undertaken training since the last inspection resulting in improved planning and observations systems for children's learning. Informal staff appraisals and supervision help identify some staff training needs. For instance, first aid training is regularly updated to ensure staff are able to care for children appropriately if ill or injured. Staff are committed and eager to provide fun and valuable play and learning experiences for children.

A previously raised action regarding the nursery's safeguarding policy has been addressed. The policy includes reference to any allegations made against staff and is known by those working with children. The designated person with responsibility for safeguarding issues has attended higher level training and is available to support and guide staff. Partnerships with parents and other providers children may also attend are sound. Staff liaise with parents to ensure all children, including those with special educational needs and/or disabilities are fully supported to ensure they make the best of the learning opportunities in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure effective systems are in place to ensure that any person caring for, or in regular contact with, children is suitable to work with children which include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure effective systems are in place to ensure that any person caring for, or in regular contact with, children is suitable to work with children which include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	315255
Local authority	Warrington
Inspection number	907151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	22
Name of provider	Ann Iddon
Date of previous inspection	11/05/2011
Telephone number	01925 241545 (morn)

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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