

Winwick Pre-School Nursery

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

Inspection date	24/06/2014
Previous inspection date	26/06/2013

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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are enthusiastic and caring. The small, well-established staff team ensure that children feel welcomed and form good relationships with them and each other. As a result, children feel safe and secure and are happy and settled in the nursery.
- Teaching is good as the staff are well motivated and involve all children in play and learning. They plan a wide range of experiences and challenging activities based on children's interests. They understand how children learn through play and actively encourage children to explore and experiment as they learn new things.
- Staff are fully aware of their responsibility to safeguard children. They are vigilant about children's safety and are calm and consistent with children. They conduct effective risk assessments and teach children to act and play safely. This effectively promotes children's well-being.
- Partnership with parents and local services are strong. This helps the provider evaluate their service and plan for further improvements. They use their partnership effectively to support children and staff to reach their full potential.

It is not yet outstanding because

- Some resources are less easily accessible to children, for example, the range of tools for children's design and creative projects, which does not enhance opportunities for children to plan and develop simple design projects.

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 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 and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in the nursery's feedback.

Inspector
Mary Wignall

Full report

Information about the setting

Winwick Pre-School Nursery opened in 1985. It is privately run and has charitable status. The nursery opens five days a week from 9.15am to 12.15pm during term time only. Children attend for a variety of sessions. Children are cared for in one room within a local community building in Winwick, north of Warrington. Children have access to an enclosed outdoor play area. There are currently 21 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three- and four-year-old children. There are currently three staff working directly with the children, of these two have an appropriate early years qualification at level 3. They have another staff member for occasional cover and auxiliary support. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend and enhance opportunities for children to plan and develop simple design projects by increasing their access to a wider range of tools and technologies to shape, assemble and join materials together.

Inspection judgements

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

Staff use well-established methods to observe, plan and assess children's development in all areas of learning. Children's learning progress is clearly recorded in their individual learning files. Parents are fully involved as they share what they know about their children at the start of their placement and receive termly reports on their progress. Children's progress is clearly tracked and precisely assessed. The information is easily accessible for those reading it. This enable staff to share what they know about children easily with each other, parents and other settings children may also attend. Consequently, all staff have a good knowledge of the children. They use this effectively to engage children in play and conversation. Children's progress is closely monitored to identify and address any gaps in their development. Good links with the local authority helps to ensure that any gaps are swiftly addressed helping all children to make the best possible progress in their learning given their starting points.

Staff are committed to offering a wide range of activities covering all areas of learning. As the premises is used at other times by others, staff set out resources and activities for children to explore. Children are confident making choices about what and where they want to play. For instance, children chose to make models and art with recycled materials. They confidently access a wide range of suitability sized and shaped recycled boxes and

cardboard to begin their creations. However, the range of tools and resources children have to join the materials together are less accessible. This means children have less opportunity to practise their design skills and explore different ways to make things. Children are developing secure communication skills in the nursery. They chatter as they use toy mobile phones in the home areas and talk to each other during play or snack time. Staff skilfully provide opportunities for children in small groups. They are good role models as they share their own news and experiences, speaking in a clear and interesting voice. They enable sustained conversations about different types of fruit and encourage children's thinking as they ask which fruits needs peeling before eating. They praise children for recognising more unusual fruits, such as avocados. They extend children's understanding and vocabulary as they share their knowledge of more exotic fruits, such as papaya. Staff use a range of good teaching techniques. They listen closely to children's comments and create a homely environment in which all children, including quieter children, are inspired and confident to join in activities. Consequently, all children are developing confidence using their own voice and listen well to each other and adults.

Children have good opportunities to practise and reinforce their mathematical and literacy skills. Staff naturally create opportunities for children to write, count, compare sizes and shapes in children's self-chosen play as well as in adult-led activities. They plan activities for children to calculate and recognise numerals. Staff are good role models as they demonstrate good counting techniques. They hold their fingers up or point to each item as they count. Children are eager to demonstrate their knowledge of numerals as they eagerly volunteer to write different ones on a board. The skilful teaching means children are confident to practice and learn from each other in small groups. Children's early writing skills are promoted well and are valued by staff and children. Children are alert to the value of writing. For instance, in tidying up they examine papers to see if they are pieces of children's work. They call out 'This one has no name or writing on it' before they decide where to put it. They proudly wear name tags they have written themselves on a visit to their local school. Consequently, children are developing a wide range of necessary skills to support their next stage of learning.

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

Children are developing secure and warm emotional attachments in the nursery. Staff are kind and genuinely interested in the children. They use children's names regularly, are sensitive to their learning styles and personalities and are open in the interactions with children. This creates a positive play and learning environment in which children demonstrate that they feel safe and secure with adults and other children. Children are confident to initiate conversation and share their ideas and thoughts with staff and each other. Staff are skilled at ensuring that children have time to play independently and to practice their developing skills. This generates children's confidence and a motivation to explore. Children are fully supported in their transitions to and from the nursery. Staff liaise carefully with parents to ensure that they know which school children are going to and when. This enables them to plan effectively for each child and ensures that all children are well prepared for their move.

Children are highly motivated to develop their physical skills and play with imagination.

They play actively both in and outdoors and are encouraged by staff to take safe risks. For instance, children test their skills as they climb, jump and balance on blocks. Staff supervise sensitively, enabling children to discover their own safe limits. Children show courage and skill as they traverse a low-level curved surface. They hold their arms outstretched for balance. They enjoy the thrill and achievement of testing their developing skills. Staff intervene appropriately to divert more boisterous or unwanted play. For instance, they give time for children to think about the possible consequences of bumping their head in a game of long jump they have invented themselves. As children get more and more daring in their jumps, staff praise their inventiveness and skilfully divert their energy and creative skills by offering alternative activities. Children choose to make things from recycled materials, such as cardboard boxes. They demonstrate great negotiation and handling skills as they carry a box of resources to use. They successfully negotiate roles for themselves as some children carry the box and others clear a space ready to explore its contents.

Children demonstrate good self-care skills. Staff use good quality resources, such as small lidded jugs and plan consistent routines children understand and follow. At snack times children take responsibility to pour their own drinks and clear their plates away appropriately. They automatically use the bathroom before eating and attempt to put on aprons before painting. Staff make good use of outdoor activities to talk to children about the natural world. They return to regular topics of conversation in small group activities to teach and reinforce healthy lifestyle messages to children. For instance, children show good understanding of how to stay healthy in the sun as they talk about the need for wearing sun hats and suncream.

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

The provider and staff have a secure understanding of safeguarding issues. The nursery has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Since the last inspection by Ofsted where the setting received a number of actions to improve, and a subsequent monitoring visit, the provider has reviewed the staffing arrangements. They have clear procedures to vet and record information about staff suitability and qualifications. This enables the provider and managers to closely monitor the deployment of staff to ensure all welfare requirements are met and help ensure children's welfare. The small, well-established, staff team work well together to help keep children safe and secure. They conduct effective risk assessments and deploy additional staff to escort children on local trips to help ensure their safety.

The provider, manager and staff value the advice and support received from the local authority. They have used this support well to help evaluate their provision critically and set clear, well-targeted plans for further improvement. All staff regularly attend training to further improve and sustain good quality. Recent training on topics, such as preparing for inspection and safeguarding has been used effectively to review safeguarding procedures. This has developed staff confidence and understanding of the evaluation and inspection process. The provider works closely with the manager and staff to monitor the quality of

educational programme and the assessment of children's learning. All staff meet regularly to evaluate their performance and help identify their ongoing training needs. The provider is proactive in supporting staff to achieve higher levels of training through financial support and mentoring. This results in staff having a clear understanding of what they need to do to continue to improve and a shared vision for quality.

All staff, parents and children are involved in the evaluation process. Parents are regularly asked to comment on children's progress in termly reports. They have regular informal discussions with their child's key person and other staff. Information gained from parents is used effectively to plan for each child's development. Children's transitions to school or other settings they may attend are fully planned for in partnership with parents. Liaison with the local authority means parents and children have access to a range of other professional agencies. This helps to ensure that all children are fully supported to make the most of their learning opportunities. Consequently, children make good progress in their learning given their individual starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	934048
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	21
Name of provider	Ann Iddon
Date of previous inspection	26/06/2013
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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