

# Weaverham Forest Pre-School

Forest Street, Weaverham, Northwich, Cheshire, CW8 3EY

<b>Inspection date</b>	10/07/2014
Previous inspection date	05/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The quality of teaching is good. Staff use an excellent range of methods to help children engage in challenging activities. They use very successful ways to observe children's development and plan for their next steps in learning. Consequently, children make good progress, from their starting points, and are very well prepared for school.
- Children enjoy a wide variety of activities, both indoors and outside. They confidently choose and initiate their own play with their friends, promoting their independence.
- Partnerships with parents and the host school are very good. This supports a smooth transition between the pre-school and school, promoting continuity in children's care and learning.
- Staff have a good knowledge and understanding of their role and responsibility, with regard to protecting children in their care from abuse and neglect. They implement effective procedures to help keep children safe.

### It is not yet outstanding because

- Staff do not always support children to develop their confidence in meeting new people and forming new relationships.

## 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.

## Inspection activities

- The inspector observed play and learning activities, and spoke to staff and children, indoors and outside.  
The inspector held a meeting with the manager, and looked at and discussed a
- range of policies and procedures, including the provider's record of complaints and their outcome.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to their key person.
- The inspector carried out a joint observation with the manager.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

Weaverham Forest Pre-School was registered in 2005 and is on the Early Years Register. It is managed by a group of trustees. The pre-school is located within the grounds of Weaverham Forest Primary School in the village of Weaverham, Cheshire. It serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Thursday, from 9am to 3pm and Friday from 9am to 12 noon, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 50 children on roll, all in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are seven members of staff who work directly with the children. Of these, six hold an early years qualification at level 3 and one is unqualified. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- provide further opportunities for children to develop their confidence in dealing with new situations, such as meeting new people, for example, by making introductions and discussing their role.

## Inspection judgements

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

The quality of teaching in the pre-school is good. Children make good progress, and are supported by enthusiastic staff who have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff use skilful teaching to support children's communication and language development. They constantly listen to what children have to say and respond accordingly, asking open-ended questions to encourage them to think. Children also benefit from daily letters and sound activities and, as a result, are confident communicators. Consequently, children learn skills that prepare them for the next steps in their learning. Children's learning is well supported as staff closely supervise children's interactions and know when to intervene to help them. For example, children play on the computer and staff only become involved when it is clear that children need extra support. Children are encouraged to develop their independence as they choose their own activities. Resources are well maintained and are stored in clearly labelled boxes or areas, so that children can access them with ease or tidy them away when they have finished playing. Children enjoy a good balance of child-initiated and adult-led activities. Consequently, they are active learners as they are presented with activities that offer breadth and interest across the seven areas of learning. Staff know children well, and tailor activities and the environment to support their individual interests. For example, children enjoy playing in the mud kitchen, and are provided with a wide

range of cooking equipment to facilitate their play. As a result, children make good progress in their learning and development.

There are good systems in place to monitor children's learning and development. Staff compile a personal file for each child which contains observations and assessments, and a wide range of annotated digital photographs. This provides a delightful reference to share with parents, and ensures that they are involved in their children's learning. Children's next steps in their learning are clearly identified and targeted in future planning. Consequently, children make good progress in their learning and development. Staff complete the progress check for children aged between two and three years of age, in a timely manner, to ensure any gaps in their learning are quickly identified. Regular assessments of children are compiled each term, and are closely monitored by staff to ensure children are making good progress. Staff share children's records with parents every half term, to ensure they are kept informed of their child's progress and attainment. Staff's excellent understanding of children's next steps in learning ensures that they are constantly thinking about how their teaching can move children's learning on. Consequently, children make good progress in their learning and development, and develop excellent skills to prepare them for their future learning at school.

Partnerships with parents are well promoted. Staff skilfully use information provided by parents to help assess children's starting points and develop activities that children are already interested in. Parents are provided with information about the pre-school's policies and procedures. For example, there are folders in the reception area, containing policies and extracts from educational publications to support parents on a wide range of health and educational issues. Parents are kept informed of their child's progress through regular communication and attendance at parents' evenings, where they are able to view their child's individual files. Children benefit from the pre-school's close links to the host school, and are able to use some of their resources and facilities. This helps children to become accustomed to the school environment. Consequently, children quickly become accustomed to the school environment.

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

Children are extremely happy and content to be in this stimulating and welcoming pre-school. This is evident from their friendly interactions with each other and their key persons. Children are generally happy in the pre-school environment. However, staff do not always support them to feel confident in new situations, such as when visitors are present. They do not introduce the children or discuss the visitor's role, which means that some children do not deal with the situation confidently. Staff know children very well, tailoring activities and the environment to support their individual interests. Staff are highly skilled at settling children in, and spend time talking to children and their parents to reassure them about starting pre-school. The settling-in procedure includes involving parents in spending time with their child in the pre-school. Parents comment that the pre-school is brilliant and that their children enjoy spending time here.

There is an effective key-person system in place. Each child is assigned a key person, whose name is shown on a display, so parents know who to speak with if they have a

concern. Staff remind children to use good manners, and to be kind and considerate to each other, and as a result, children understand what is expected of them. Children play very well together, sharing toys and the varied range of resources. Staff praise children's efforts and ensure children are given clear boundaries. Consequently, children are courteous and behave very well. Staff teach children to manage their own safety in the pre-school very well. For example, staff closely supervise children at snack time as they chop up fruit using adult-sized knives. Children benefit from spending lunchtimes with children from the local school. This helps children to become accustomed to the school environment, preparing them for their next steps in learning.

The food provided to children at snack time promotes their good health and meets any special dietary requirements of individual children. For example, they always have a variety of fresh fruit and are offered a choice of milk or water. Children learn about good hygiene procedures as staff explain why they should wash their hands before eating and after toileting. Children's independence skills are promoted well in the pre-school, as staff encourage children to pour their own drinks and to be involved in their preparing their snacks. Staff give children responsibility to carry out small chores. For example, children are asked to take the bowl of fruit peelings to the compost heap. As a result, children's independence is promoted exceptionally well. Children have daily access to the outdoor area and really enjoy being outside. They benefit from a wide range of activities that promote their physical development. For example, they enjoy using climbing apparatus and a well-equipped mud kitchen. As a result, children benefit from fresh air and regular physical exercise. This helps to promote children's physical well-being and their understanding about the benefits of being active.

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

Children are effectively protected from harm as staff have a secure knowledge of their roles and responsibilities with regard to safeguarding children. Staff request visitor's identification, and record this in the pre-school's visitor book. They remind visitors of their mobile phone and camera policy to ensure children's well-being. Suitability checks are carried out on all staff, and there are effective recruitment procedures in place. Effective risk-assessment procedures are in place to ensure that the environment is safe for children. Staff complete safeguarding training and are confident about their role in protecting children in their care. The learning and development requirements are clearly understood by the manager and staff.

Staff are well qualified and, as a team, they consistently plan for and monitor children's learning and the experiences they provide. Staff strive to make improvements, evaluating their provision well by seeking the views of parents. They aspire to improve the pre-school, and have addressed all recommendations made at the last inspection. For example, the outdoor area has been extensively renovated, and there is a good system in place to evaluate the effectiveness of the pre-school. The manager monitors staff practice by carrying out regular peer observations, supported by individual supervisions and annual appraisals. As a result, teaching is good and ensures that children's learning and development is given high priority.

Partnerships with parents are well established. Parents are encouraged to be actively involved in their children's learning at home and to share information about children's achievements. The manager has a very good understanding of the importance of working in partnership with parents and other professionals. For example, she ensures that parents have regular feedback forms, so they can evaluate current practice and share ideas for future development. Consequently, children's learning and development is well supported. Staff have a clear awareness of children's home life, which they use very well to support them effectively. There is a strong partnership with the host school as teachers offer support and advice to staff. This collaborative approach promotes children's learning and development very well. Links with other agencies, such as the local authority, are established, and their support and advice is sought as required to meet children's needs.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY315343
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	862199
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Weaverham Forest Pre School
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	01606 852171

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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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