

# Wilmslow Methodist Pre-School

Wilmslow Methodist Church, King's Close, Water Lane, Wilmslow, Cheshire, SK9 5AR

<b>Inspection date</b>	14/11/2014
Previous inspection date	01/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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

- Practitioners provide children with interesting, stimulating experiences and activities, particularly to support mathematical and literacy development. Consequently, children are engaged, motivated to learn and make good progress in their learning and development.
- Practitioners have a good knowledge of safeguarding issues and are confident about how to manage any concerns they may identify. This ensures that children who attend pre-school are kept safe.
- Partnerships with parents are well established to ensure children get the support they need. Practitioners fully recognise the importance of these relationships and they keep parents well informed about their child's progress and involve them in their learning.
- Practitioners liaise effectively with parents and other professionals to meet the needs of children with special educational needs. As a result, these children are well supported to make progress in their learning and development.

### It is not yet outstanding because

- The manager does not always use supervision to focus on the quality and impact of teaching, in order to raise children's attainment to the very highest level.
- Practitioners do not fully exploit opportunities for children to explore scientific concepts during creative play.

## 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 activities in four play rooms.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector spoke with children and practitioners at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Michelle McMaster

## Full report

### Information about the setting

Wilmslow Methodist Pre-School opened in 1966 and is organised and managed by a voluntary committee made up of parents, carers and church officials. It is registered on the Early Years Register. The pre-school operates from within Wilmslow Methodist Church Hall in the centre of Wilmslow in Cheshire. It serves the immediate locality and also the surrounding areas. The pre-school opens five days a week from 9am until 1.30pm, term time only. Children attend for a variety of sessions. Children are cared for in four rooms and have access to a small outdoor play area. There are currently 34 children on roll who are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently nine practitioners, two of whom hold Qualified Teacher Status and seven hold early years qualifications at level 3. 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:

- enhance the already good creative experiences for children to incorporate scientific learning, for example, by supporting them to make their own malleable materials or mix powder paints
- increase the focus on teaching in supervisions, in order to share practitioners' expert knowledge and very good practice, so that children's achievements are raised to the highest level.

## Inspection judgements

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

The quality of teaching is good and practitioners have a good knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Practitioners gain knowledge from all parents when their children start pre-school to establish children's starting points, interests, likes and dislikes. Children who speak English as an additional language are supported with a home visit to help them settle at pre-school. Practitioners learn some key words and phrases from children's home language to help them support their language development. Practitioners use this valuable information to plan activities to support children to settle and gain confidence to explore and play. For example, children with a particular interest in animals are supported to learn as practitioners ensure farm animals are incorporated into their play. Children are observed and their learning assessed and tracked to make sure they are making good

progress in their learning. Progress checks for children aged between two and three years are completed and successfully shared with parents. Where children are identified to have special educational needs and/or disabilities, practitioners agree targeted plans and activities with parents. Practitioners liaise with professionals, such as health visitors to provide further support as necessary. Consequently, children make good progress in their learning given their starting points.

The indoor learning environment is well organised and promotes all areas of learning. It offers a continuous provision of good quality resources, and exciting and interesting activities, which are easily accessible to children. As a result, children are stimulated and motivated to learn by exploring and taking part in the experiences available to them. Practitioners support children mathematical development by maximising all opportunities during play, planned activities, small group times and by using interesting methods. For example, children learn the concept of measure by counting how many building bricks high they are and making a display, labelling their height. Practitioners further reinforce this learning as children revisit the display, counting how many bricks tall they are. This means that children make good progress in mathematics as they are keen to learn. Children's literacy development is supported by the qualified teacher as she encourages children to learn letters phonetically by introducing a letter of the week. She makes this fun by suggesting the letter is a character whose favourite sound begins with that letter. Children begin to learn and practise letter sounds. They are encouraged to make marks for purpose such as writing their name on pictures. Children explore with different media and materials to be expressive and creative with confidence. However, practitioners do not fully extend children's learning with these opportunities to incorporate science, such as observing change in materials by making or mixing their own materials. Practitioners consistently offer appropriate praise to children for their efforts and achievements. Therefore, children show good levels of self-esteem and acquire the necessary skills to take the next steps in their learning.

Practitioners establish positive relationships with all parents and involve them in their children's learning. Practitioners talk to parents and share information about the children at the end of the day. Parents are invited to take part in stay and play sessions and are provided with newsletters which detail activities that their children will be taking part in. Children are given the opportunity to take home resources such as rhyme bags to support their learning at home and bring 'show and tell' objects from home to share with their friends. Parents report that they find this informative useful and that they feel involved in their child's learning experiences. Consequently, this contributes to good learning outcomes for children.

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

The key-person system is well established. Practitioners form warm relationships with children, which help to build attachments to their key person and contribute to their emotional well-being. There is an effective settling-in process to allow children to feel secure as they move from home to the pre-school. Parent comment how happy their children are attending and do not always want to leave at the end of the session. Practitioners embrace children's culture and diversity by employing different strategies to

ensure they feel included and their emotional needs are met. For example, there are photographs of children and their families displayed on the wall and different religious festivals are celebrated. Parents are also invited to share their culture with the children.

Practitioners support children to be healthy and promote physical development. Although the pre-school has limited outdoor space, children are given lots of opportunities to use their bodies in different ways, challenge themselves and learn to take risks in a safe environment. There is large apparatus to climb on, a swing and a variety of push and pull toys available in the large hall. Children are learning to use equipment safely and listen to the practitioners who offer explanations about how to support their growing awareness of safety and risk management. They are provided with a healthy snack of fruit and breadsticks and drinking water is available at all times. Children are supported to gain independence by pouring their own drinks and washing their hands after messy activities. They are encouraged to have good hygiene practices as children wash their hands before eating and after using the toilet.

Children are well-behaved and well-mannered at pre-school. This is because practitioners are good role models for children, who display good manners, offer explanations and praise. Practitioners support children to share and take turns to develop their social skills as they take part in activities. Children's manners are good as they say 'excuse me' and 'please' in everyday language. Children's safety is given priority. Practitioners undertake daily risk assessments of equipment, learning areas and planned trips. All practitioners hold a suitable first-aid certificates and all accidents are recorded. The practitioners have a good understanding of safeguarding issues and are confident about how to manage any concerns they may identify. Their knowledge ensure children who attend pre-school are safe.

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

The manager has a good understanding of the safeguarding and welfare requirements. She ensures practitioners update their safeguarding knowledge by attending refresher courses and their practice is reviewed regularly at team meetings. Consequently, all practitioners demonstrate a good understanding of the signs and symptoms that may indicate abuse and know how to follow these up to protect children from future harm. The safeguarding policy includes the use of mobile phones, cameras and access to the internet at pre-school. This helps to keep children safe. There is a safe recruitment for new members of staff who undergo a Disclosure and Barring Service check and complete an induction to ensure they understand their roles and responsibilities. There are policies and procedures in place to ensure children's safety including risk assessments to minimise risks. Children are, therefore, kept safe.

The manager has a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There is a system in place to monitor children's progress and to identify if there are any gaps in groups of children. This information enables her to identify who may need extra support in their learning and thus closes the gap for the most vulnerable children. Where necessary, the manager

engages with other professionals such as the local children's centre, to gain support to meet children's individual needs. There is a self-evaluation process in place which involves children, practitioners and parents to improve the quality of the pre-school. The manager identifies areas of strength and weakness and addresses any areas identified. For example, practitioners attend training to ensure the quality of teaching is meeting the needs of children who are aged two. Therefore, the quality of the pre-school continues to improve.

The manager conducts appraisals, and staff meetings are used to discuss practice issues. However, there is scope to enhance supervision procedures. This is to increase the focus on the quality and impact of teaching, in order to raise children's attainment to the very highest level. The manager recognises the importance of partnerships with parents and has established effective strategies to keep parents informed of their children's progress. Parents are provided with regular reports, newsletters and information on daily activities. They are invited into pre-school for stay and play sessions and pre-school provides opportunities for parents to continue their children's learning at home. Daily conversations ensure changing care needs are also shared and understood. Consequently, parents feel involved with their children's learning and report that they are happy with the service they receive.

## 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>	305443
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	855100
<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>	42
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Wilmslow Methodist Pre-School Committee
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	01625528892

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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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