

Appleton Under Fives Community Pre-School

The Guild Hall, Leigh Avenue, Widnes, Cheshire, WA8 6PD



Inspection date

27 March 2015

Previous inspection date

7 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Supporting children's communication and language development is a strength of the nursery. Children take part in an excellent range of activities to support their learning within nursery.
- Partnerships with other professionals are firmly in place to ensure that children with special educational needs and/or disabilities receive specialist intervention to support their individual needs. As a result, all children make good progress from their starting points.
- Children are happy and form close bonds with their key person. Staff have a warm and caring rapport with children and are knowledgeable about children's individual needs. This supports children's emotional and physical well-being and, in turn, has a positive impact on their learning.
- The management and staff are committed to safeguarding children. They fully understand their roles and responsibilities, and the procedures to follow should they have any concerns.
- There is effective monitoring and self-evaluation. Staff work very well as a team, which means there is continuous improvement in children's learning experiences.

It is not yet outstanding because:

- The manager does not always make full use of the opportunities for professional development during staff supervisions, to ensure staff are constantly improving their already good understanding and practice.
- There are limited opportunities for children to develop their independence and self-help skills during snack times.

What the setting needs to do to improve further

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

- build on the programme of professional development during staff supervision to ensure they are constantly improving their already good understanding and practice
- review the snack time routine, to further promote children's good independence and self-help skills. For example, by involving children in selecting their own food and drinks.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day and parents comments provided by the manager.
- The inspector carried out a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and her improvement plan.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good and, therefore, children make good progress in their learning and development. Staff are enthusiastic and provide a wide range of activities and experiences, which build upon children's interests and differing abilities. Staff skilfully question children during child-led activities, which encourages children to work problems out for themselves. For example, children are asked, 'How many have we got?' and 'If we took one away, how many do you think are left?' Consequently, children are beginning to learn how to solve simple problems, which is required for their future learning. Story times engage children's interest because staff read well and involve children in speculating about what happens next. Staff have very good partnerships with parents. Parents are engaged with the setting to share key information about their child's abilities and interests. The parents are invited to make comments to contribute to any progress that has been made. As a result, parents are well informed about their children's progress.

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

Children arrive happy and settle well at pre-school. This is because they feel safe and secure in the care of the staff. They confidently ask for help when needed, and excitedly share their successes with their key person during group discussion time. Children behave well because staff have consistent strategies in place to help children learn what is appropriate at pre-school. Consequently, children play well together and develop friendships quickly. Staff encourage children to become independent and make choices according to their interests and needs, which supports their confidence. For example, there is a wide selection of resources that are easily accessible to children. However, children's independence is less well promoted during snack time. This is because staff do not allow children to pour their own drinks or select their own snack. Children play outside in a secure environment, on a regular basis. As a result, children experience plenty of fresh air and develop good physical skills.

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

Managers and staff fully understand the requirements of the Early Years Foundation Stage. Managers rigorously monitor children's progress and meet with staff regularly to ensure that all children are continuing to make good progress. Thorough recruitment and induction procedures ensure adults working with the children are safe and suitable. Managers hold regular meetings with practitioners, including supervisions and annual appraisals. Staff are encouraged to undertake training to develop their skills and knowledge, for example, regarding safeguarding and first aid. However, managers do not always make full use of the opportunities for professional development during staff supervision to focus more on the quality of teaching further, to raise the quality of teaching to the highest level. Parents speak highly of the pre-school and are kept very well informed through detailed notice boards, newsletters and a daily verbal dialogue from the key person.

Setting details

Unique reference number	303482
Local authority	Halton
Inspection number	867462
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	35
Name of provider	St Bedes Pre School Committee
Date of previous inspection	7 June 2011
Telephone number	0151 495 2749

Appleton Under Fives Community Pre-School was registered in 1989. The setting employs four members of childcare staff. Of these, two hold an appropriate early years qualifications at level 3 and two at level 4. The pre-school opens five mornings, from 8.45am to 11.45am, and three afternoons, Monday, Wednesday and Thursday, from 12.30pm to 3pm, term time only. Children are able to attend for a variety of sessions. The pre-school supports a number of children with special educational needs and/or disabilities.

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