

Oughtrington Pre-School

Oughtrington Community Centre, Oughtrington Crescent, Lymm, Cheshire, WA13 9JD



Inspection date

24 April 2015

Previous inspection date

6 July 2009

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		Outstanding	1
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

- The pre-school environment is rich and varied. Children enjoy a wide range of interesting and challenging activities and experiences. This ensures that all children are engaged and motivated and make good progress in their learning.
- Children behave well and make independent choices about their play. Staff encourage children to develop a 'can do' attitude, which supports them in developing a positive approach to learning and prepares them well in readiness for school.
- Children form exceptional relationships with staff. Children settle quickly, as a result of the staff's warm and welcoming approach. Children's individual needs are met extremely well throughout their time at the pre-school. As a result, children develop very high levels of confidence and self-esteem.
- Children are becoming confident communicators due to the positive range of teaching strategies that staff implement, such as routinely using questioning to challenge children's thinking and language skills.
- Staff effectively safeguard children because they know safeguarding procedures well. They clearly demonstrate their understanding of what to do should they have any concerns about children's welfare.
- There are highly effective partnerships with parents. Parents regularly support the delivery of pre-school sessions. This contributes to successful information sharing, collaborative working and continuity of care and learning for all children.

It is not yet outstanding because:

- Management do not always make the best use of systems to share the expertise of staff, to improve teaching practice further.

What the setting needs to do to improve further

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

- use a variety of methods to enhance the quality of teaching further, for example, through observing one another and discussing best practice, to share high levels of expertise and experience.

Inspection activities

- The inspector observed the quality of teaching, learning and care practices in the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including policies, evidence of the suitability of staff, the pre-school's self-evaluation form and planning and assessment records.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Karen Cox

Inspection findings

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

Teaching is consistently good because the highly-qualified staff team have a secure understanding of how children learn and offer exciting opportunities to motivate and enthuse them. For example, children regularly participate in specialist outdoor activities, harvesting trees in the orchard and learning to care for living things. Staff observe children during play and plan purposeful learning opportunities to move the learning forward. Children's early writing is promoted well by staff who provide varied resources for drawing both indoors and outside. Children's mathematical and problem-solving skills are developed through everyday routines, as they calculate how many plates they require at snack time and how many more cups are needed as they lay the table. Children explore alphabet tins, practising their letter sounds as they recognise and name objects. These activities help children to become prepared for school and future learning. Staff skilfully support all learners using visual aids, motivating every child to join in activities at their own level.

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

The pre-school environment is extremely welcoming and safe. Engaging routines develop independence and responsibility. For example, children enthusiastically wash their own plates and cups after snack time. This extends their confidence, cooperation and understanding of the pre-school's routines. Staff know all of the children and their families exceptionally well. The highly effective key-person system makes a significant contribution towards children forming secure and emotional attachments. This provides a strong base for children to develop and provides them with security to explore their surroundings. Children thoroughly enjoy their outdoor experiences and benefit greatly from the free-flow access they have between the indoor and outdoor areas. Staff praise good behaviour and achievements are celebrated. They are extremely good role models and play alongside children, helping them to share and take turns. Staff are enormously respectful of the children and value their contributions, thoughts and ideas.

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

The manager is a very knowledgeable and passionate practitioner who is dedicated to improving the provision and children's attainment. Staff share her drive and enthusiasm. She shows a strong commitment to making improvements through effective self-evaluation, which has a positive impact on the children's learning. The manager has implemented thorough procedures to monitor the quality of the educational programme. She ensures that staff access appropriate training, so they can keep children safe. She carries out staff supervisions, however, she does not use a wide variety of methods to develop and enhance the quality of teaching, such as observations of practice. Parents speak highly of the pre-school and appreciate the guidance given to support children's learning at home. The pre-school has developed highly effective partnerships with other professionals, in order to ensure the best possible outcomes for children.

Setting details

Unique reference number	315230
Local authority	Warrington
Inspection number	868287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	60
Name of provider	Oughtrington Pre-School Committee
Date of previous inspection	6 July 2009
Telephone number	07808 111 278 or 01925 751834

Oughtrington Pre-School was registered in 1974. The Pre-School employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds Early Years Teacher status. The Pre-School opens Monday to Friday term time only. Sessions are from 9am to 3pm. The Pre-School provides funded early education for three- and four-year-old children.

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