

Waverton Pre-School

Waverton Primary School, Common Lane, Waverton, Chester, CH3 7QT



Inspection date

9 June 2015

Previous inspection date

21 June 2012

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

- The small and friendly staff team work well together. There is a positive commitment to continuous improvement through attending regular and relevant training and through completing effective self-evaluation. High levels of qualification have a positive impact as staff are knowledgeable and skilled in supporting children.
- Children are highly motivated, inquisitive and enthusiastic. They enjoy the stimulating, child-friendly surroundings and attentive support from staff who skilfully promote their confidence and growing independence.
- Children behave well and make independent choices about their play. Staff have secure relationships with children, which support them in developing a positive attitude to learning and prepare them well in readiness for school.
- A high priority is placed on safeguarding children. Regular training and ongoing discussions ensure staff are kept updated with the latest guidance. Staff are vigilant and know who to contact should they have concerns regarding a child's welfare.
- Partnerships with parents are good. Successful strategies engage all parents in their children's learning in the pre-school and at home.

It is not yet outstanding because:

- Sometimes, children are distracted from listening to and concentrating on adult-led activities.

What the setting needs to do to improve further

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

- enable children to listen and concentrate without distraction during adult-led activities, for example, by reviewing the organisation of routines and other activities that take place simultaneously.

Inspection activities

- The inspector viewed all areas used by children, including the outdoor environment.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed play and learning opportunities for children. He spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager and looked at a range of documents, including children's assessment and tracking records, a sample of the policies and procedures and the provider's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Inspection findings

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

Staff extend children's learning as a result of their careful and well-focused observations. They use skilful questioning and generally encourage children's thinking by providing activities, which are interesting. For example, children observe tadpoles developing from frog spawn. Younger children use their investigative skills to find out things for themselves. They enjoy using the mud kitchen and making 'chocolate cakes'. Children cannot contain their excitement as they explore the texture of flour, foam, liquid soap and glitter. Staff encourage older children to recognise number, shape, letters and some new words. These challenging and stimulating activities promote children's interests and motivate them to continue learning. However, sometimes, the organisation of adult-led activities means that children's listening and concentration skills are not always fully promoted. This is because children are distracted by other activities going on close by.

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

Children are happy and behave well. Staff provide children with suitable boundaries, which help them to understand how to behave. As a result, children cooperate well and learn to share toys and wait for their turn. Children are beginning to understand how to keep themselves safe. They talk about the rules for outside play, ensuring that they remain safe and have fun. An effective key-person system meets children's individual needs well. Consequently, children's emotional well-being is effectively supported. Children develop essential skills for future learning. They independently put on their hats on a sunny day and wash their hands after messy play. Children serve themselves naan bread and dips for snack. They learn to share and take turns, and respond to instructions from staff. Overall, children are well prepared for starting school. Staff offer praise and encouragement, which develops children's confidence and raises their self-esteem. Children have good access to the outdoor area, which contributes significantly to keeping them healthy and developing their physical skills.

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

There is a good relationship between the committee and staff in the pre-school. Management have a good understanding of their responsibilities. Recruitment procedures are robust and all staff have completed safeguarding and first-aid training. This helps to keep children safe. A positive approach to evaluating the quality of teaching is in place. This provides effective feedback to staff on their practice. The manager regularly makes sure that children's learning journals are accurate. She liaises closely with the key persons to ensure that any gaps in children's learning are identified quickly. Parents are kept well informed about their child's progress through daily feedback and access to their learning journal. Staff share information about children's learning well with other settings children attend. They give focused support for any children who may require it. Parents emphasise their satisfaction with their child's progress and stress their child's eagerness to attend.

Setting details

Unique reference number	304995
Local authority	Cheshire West and Chester
Inspection number	867561
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Waverton Pre-School Committee
Date of previous inspection	21 June 2012
Telephone number	01244 332579

Waverton Pre-School was registered in 1999 and operates from the scout hut within the grounds of Waverton Primary School. The pre-school employs 10 members of childcare staff. Of these, one is a qualified teacher, one has a degree, one holds a qualification at level 5 and five at level 3. The pre-school opens from Monday to Friday, term time. Sessions are from 9am until 3pm, except on Wednesdays when the pre-school is open from 9am until 12 noon. The pre-school provides funded early education for three- and four-year-old children.

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