

Newchurch Pre-School Limited

Parish Hall, Common Lane, Culcheth, Warrington, Cheshire, WA3 4EH



Inspection date

22 June 2015

Previous inspection date

24 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not provide activities that take into account children's individual needs and learning styles. Consequently, some children are not always effectively challenged or motivated in their learning.
- The quality of teaching is inconsistent. Not all staff have a good understanding of how to support learning effectively.
- Opportunities for children to develop their self-care and independence skills are inconsistent. As a result, they are not well prepared for their future learning, including school.
- Staff do not make best use of ensuring the resources are accessible within one of the playrooms. As a result, at times children are unable to initiate their own learning.
- Managers do not have effective systems in place to ensure that children are making the best possible progress in their learning.

It has the following strengths

- Children are safeguarded well and protected from harm because staff understand the procedures to follow if there are concerns about children's safety.
- Partnerships with parents are generally effective. Parents speak positively about the care and education their child receives.
- Children have formed close attachments to the staff, as a result of good settling-in procedures. Children are happy, settle quickly and are confident within their surroundings.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information gained from observations more effectively to improve the planning systems for all children, particularly for two-year-olds, to ensure they are provided with challenging, age-appropriate learning experiences both indoors and outdoors
- improve the consistency for children to develop their self-care and independence skills in readiness for school, by providing more opportunities for them to complete tasks for themselves during everyday routines, such as putting on their own coats and helping themselves to snack
- ensure teaching is consistent throughout the pre-school, by developing the ability of staff to ensure that all children are sufficiently challenged, and the quality of teaching is improved to at least a consistently good standard.

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

- review the organisation of the playroom indoors to ensure that resources are clearly set out to promote all areas of learning, so that children can freely initiate their own play
- develop a more effective system to ensure that managers are continually reviewing the educational programmes offered, so that all children make good progress in their learning.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the staff and children, and observed play and learning activities within the indoor and outdoor environments.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation.
- The inspector met with the managers and checked evidence of the suitability and qualifications of staff and the provider's self-evaluation form.
- 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 requires improvement

Staff have a sufficient level of knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Staff complete observations of children and use a tracker system to identify which development bands they are currently in. However, staff do not use the information gathered to plan age-appropriate activities for children, both indoors and outdoors to ensure they make progress in their learning. As a result, two-year-old children quickly lose interest in activities because they are not effectively matched to their individual needs. The quality of teaching is inconsistent. Some staff use effective questioning techniques to encourage children to solve simple problems. For example, during a mathematical activity children are asked, 'How many more do we need to make five?' However, this is not the same for other staff. As a result, children are not always provided with a good level of challenge to extend their learning further. Staff promote communication and language skills during discussion time and children enjoy talking about what they did at the weekend.

The contribution of the early years provision to the well-being of children requires improvement

Children settle well on arrival. They have formed strong attachments with staff and good relationships with each other. This promotes their confidence and emotional well-being. The environment is welcoming and children freely play with the resources offered. There is an enclosed outdoor area for children to develop their physical skills. However, one of the playrooms is cluttered and some of the resources are stored in a way that children are unable to initiate their own learning. Staff discuss with children the importance of washing their hands after visiting the bathroom, which embeds an understanding of good hygiene practices. Children benefit from daily routines, which ensures that behaviour is appropriately managed. However, staff do not promote children's self-care and independence during these. For example, staff put children's coats on and serve their snack at snack time. This prevents children from learning the skills that are required for the next stage in learning and the eventual move to school.

The effectiveness of the leadership and management of the early years provision requires improvement

Management and staff have a secure knowledge of the welfare and safeguarding requirements. Staff attend additional training to develop their knowledge and improve children's progress. Management complete regular supervisions and appraisals with the staff to enhance their performance. They regularly evaluate the provision to identify areas for improvement. They analyse the progress that children make at the setting. However, the process is not robust and frequent enough to identify that activities are not always tailored to children's individual needs. However, management fully understand the importance of working closely with outside agencies and together they provide tailored support for children to ensure their welfare needs are met.

Setting details

Unique reference number	EY277840
Local authority	Warrington
Inspection number	860980
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Newchurch Pre-School Limited
Date of previous inspection	24 November 2011
Telephone number	07980 467195

Newchurch Pre-School Ltd was registered in 2004. It employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 12pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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