

Wheelock Pre-School

Hancock Hall, Crewe Road, Sandbach, Cheshire, CW11 3RT



Inspection date

8 October 2015

Previous inspection date

25 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has failed to notify Ofsted of one of the committee members who manage the childcare provision. Additionally, once Ofsted are aware of new committee members the provider does not always follow Ofsted's instructions.
- The provider has a limited understanding of their legal obligation to find out whether a person may be disqualified from working with children because of their associations.
- The provider offers fewer opportunities for children to gain an awareness of other people's customs, faiths or beliefs.

It has the following strengths

- Each key person demonstrates availability, sensitivity and warmth towards children. This promotes a sense of security and belonging. As a result, children's behaviour is good and they show a high regard for others.
- Disabled children and those with special educational needs are fully supported, because the pre-school identifies, monitors and secures further support for children well. The pre-school works in partnership with parents and other professionals involved, so that children receive the support they need.
- Teaching is good as there is an effective, structured approach to assessing children's development. This can be applied to the whole group, key groups or individual children. Consequently, children's stage of development is easily determined and regularly shared with parents. As a result, teaching is tailored to ensure all children make good progress in their learning and development.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ make sure there are secure and robust systems in place to ensure that when information is shared with Ofsted about changes to committee members, records are maintained as instructed by Ofsted to ensure the safe and efficient management of the setting 	01/12/2015
<ul style="list-style-type: none"> ■ improve knowledge to ensure that there are effective procedures in place that identify people who may be disqualified from working with children because of their associations. 	02/11/2015

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

- help children gain an awareness of and respect for differences in other people's religion and culture.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not fully understand their responsibility to make sure that all the Early Years Foundation Stage requirements are met. This is because the provider has failed to notify Ofsted of one of the committee members who manage the childcare provision. Additionally, in some cases the provider has failed to ensure that Ofsted's instructions are followed once Ofsted are aware of new committee members. Furthermore, the provider has a limited understanding of their responsibility to find out whether a person may be disqualified by association. A person is automatically disqualified from working with children or being a committee member because of unsuitable associations within their household. However, safeguarding is effective because committee members do not have close or unsupervised contact with children. A number of staff have attended safeguarding training and all staff have a suitable knowledge of the signs of abuse and neglect. They know what to do should they have a concern about any child in their care.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a good knowledge of how children learn. For example, staff use a range of hands-on activities that introduce the concept of how a letter is formed. This includes tracing a finger over the letter on the pebble, tracing the letter in the air and using chalk to draw the letter. Alongside this the staff member repeats the sound of the letter. This provides a multisensory approach to learning which captures children's interest and sustains their motivation. All staff have attended singing lessons; this was identified as a training need at supervision. This has given them confidence to sing with vigour and enjoyment, using actions alongside to promote children's communication development. Children benefit as they fully engage in the singing session.

Personal development, behaviour and welfare require improvement

Snacks provided for children are nutritious and balanced. The outdoor play area offers children inspiring activities that promote their physical development and understanding of the world. Children work together as a team; they make a bridge by placing the wooden planks on the tyres. This allows children to manipulate their outdoor environment, creating opportunities for creativity and problem solving. The manager checks the activities she provides to make sure all areas of learning are included in the planning. However, there are fewer opportunities for children to learn about their own and other people's customs, faiths or beliefs.

Outcomes for children are good

Daily circle time offers children the opportunity to get to know everyone in the group and build positive relationships with each other. Staff encourage all children to clap together the syllables in each child's name. This helps children to copy a steady beat and develop their listening skills in a fun and relaxed manner. Staff count the number of children present, they encourage children to join in which promotes their use of number language. Staff support children well so that they develop the skills children need in readiness for school.

Setting details

Unique reference number	305427
Local authority	Cheshire East
Inspection number	867594
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	36
Name of provider	Wheelock Pre-School Committee
Date of previous inspection	25 May 2010
Telephone number	01270 753 763

Wheelock Pre-School was registered in 1987 and is managed by a non-profit incorporated voluntary association. The pre-school employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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