

Weston Point Pre-School

Castner Avenue, Weston Point, Runcorn, Cheshire, WA7 4EQ



Inspection date

3 December 2015

Previous inspection date

15 November 2011

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

Summary of key findings for parents

This provision is good

- The manager and staff deliver a good quality service to children and parents. They work well as a team and accurately evaluate their practice. They identify what they do well and have clear action plans in place to support further improvements. This enables them to continuously develop and improve their provision.
- Partnership working with parents is good, particularly in support of children's learning and development. An electronic learning journal has been introduced, which engages parents to share information about their ongoing learning and achievements at home.
- Children demonstrate excellent independence skills, relative to their ages. They independently manage snack time, enjoying social time together and tidying away after themselves.
- Staff encourage children to learn about healthy lifestyles. Children have access to the outside area where they can climb, balance and run around. This helps to ensure children's physical health and development are well supported. Furthermore, children develop a good understanding of personal hygiene.

It is not yet outstanding because:

- The manager does not yet use the information gathered from assessments effectively to identify the progress or specific needs of different groups of children.
- The manager has not yet maximised opportunities for staff to share their knowledge and best practice with each other, in order to build on their already good practice.

What the setting needs to do to improve further

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

- extend the processes used when reviewing and checking assessment information to further analyse data, so that all groups of children make the most rapid progress possible
- give staff greater opportunities to share their knowledge and best practice to help them move teaching from a good to outstanding level so children make the best possible progress.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's action plans and evidence of staff and committee members' suitability.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand their responsibilities in protecting children from harm. The highly qualified and experienced staff build on their existing knowledge and skills by attending a wide range of training. This helps them support children in their learning further. Effective staff supervisions are in place and the manager monitors the quality of staff practice and the impact on children, to ensure they all make good progress. Staff have developed positive partnerships with outside agencies, such as, health visitors, speech therapists and school teachers. These contribute to children's needs being met, including disabled children and those with special educational needs.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments. They use this information to provide activities and experiences for children which are based on their individual needs, next steps in learning and their interests. Children's communication and language are given high priority. Older children are encouraged to express their thoughts and ideas during play by staff providing why and how questions. Younger children and those identified with speech delay are supported well. Staff use gestures, repeat words or commentate, providing opportunities for children to make the link between the words and what they are doing. Staff work with teachers from the local school. This helps children to be prepared and confident when they move on to school.

Personal development, behaviour and welfare are good

Settling-in procedures are good. Children are welcomed into an interesting and inviting environment which is well organised. Children's emotional well-being is met and they are motivated to play and learn. Children are listened to and their views govern ongoing developments and continuous provision. This results in children being confident in their surroundings. For example, children introduce themselves to visitors and show them around, talking about what they like to play with at the pre-school. Staff help children to develop an understanding of how to stay safe. For example, they set out clear rules and point out potential dangers and hazards as they enter the local forest. Consequently, children begin to assess risks and remind each other to watch out for dangerous branches. Children behave well and are considerate of each other and the environment. This is because staff have high expectations of them and are excellent role models.

Outcomes for children are good

Children make good progress in their learning and development. They benefit from a well-resourced environment that supports all the areas of learning. This prepares children well for their future learning and readiness for school.

Setting details

Unique reference number	303494
Local authority	Halton
Inspection number	867465
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of provider	Weston Point Pre-School Committee
Date of previous inspection	15 November 2011
Telephone number	01928 561 339

Weston Point Pre-School was registered in 1992. It is based in Weston Point Primary School in Runcorn, Cheshire. The pre-school opens 8am to 3pm, Monday to Friday, term time only. The pre-school employs five members of staff, of whom two hold appropriate early years qualifications at level 4, one at level 3 and one at level 6. 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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