

# Saplings: Woore Pre-School



Woore County Primary School, London Road, Woore, Crewe, Cheshire, CW3 9SQ

<b>Inspection date</b>	26 January 2016
Previous inspection date	3 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted about recent changes to committee members. Consequently, required checks have not been carried out to establish their suitability.
- The provider has failed to notify Ofsted of the new manager in post.
- The provider does not keep a clear record of staff vetting processes, such as the Disclosure and Barring Service checks.
- Staff do not consistently support parents to share what they know their child can already do when they first attend.
- Leaders do not rigorously monitor the quality of teaching to clearly identify what needs to improve to raise standards even higher.

### It has the following strengths

- Staff help to teach children about the importance of healthy lifestyles. Children eat and enjoy well-balanced meals and snacks.
- Staff have good links with the host school. Children enjoy a smooth move on to school. They are able to visit and become familiar with school playtimes before they start.
- Teaching is good and children progress well. Staff understand how children learn through play and prepare them well for starting school.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ inform Ofsted of the new manager	02/02/2016
■ inform Ofsted of changes to committee members	02/02/2016
■ keep a record of vetting processes for staff and committee members.	02/02/2016

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

- make better use of opportunities to rigorously evaluate the quality of teaching that helps children to make the very best progress in their learning
- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting.

### 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 evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. The provider has failed to notify Ofsted of the new manager and of changes to the committee members. Consequently, required checks to verify the committee members' suitability to undertake their roles and responsibilities have not been carried out. In addition, records about staff's Disclosure and Barring Service checks are not complete. Although the number of the check is recorded, the date and details of who obtained it are not in place. The pre-school has been through a lot of change in last six months. The new manager and provider are striving to improve and ensure children make good progress. The system for self-evaluation is in the early stages and staff are working hard to improve practice. However, when monitoring teaching, the management team does not yet use the information gained to help raise practice to a higher level. Staff value training and keep up to date with child protection procedures. They know what to do if they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff make good use of accurate and precise observations of children's development. This information is used to plan meaningful activities to help promote children's development to the next stage in their learning. Tracking information is comprehensive and highlights any gaps in children's learning that staff swiftly address. However, staff do not gather enough information about what children can do, in order to plan precisely from the start. The environment is challenging and motivating for children. Resources are well organised for children to initiate their own play. Staff promote children's exploration and investigative skills well. Children confidently discuss the change in colours when mixing food colouring into the shaving foam.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not assured because not all of the safeguarding and welfare requirements are met. Nevertheless, other aspects of children's welfare are effectively implemented. Staff work well with parents to ensure that children's individual care needs are met. Staff conduct daily checks of the environment and ensure any potential hazards to children are minimised. This helps to ensure that the physical environment is safe for children. Staff skilfully promote children's self-care skills. Children quickly become independent in managing their own care needs. They serve themselves food and drink at mealtimes and dress themselves accordingly for outdoor play. Children's behaviour is good. Staff act as good role models. They support children to try new challenges and activities in a calm and relaxed way.

### Outcomes for children are good

All children are making good progress from their starting points. They are well prepared for the next stage in their learning, such as starting school. Children develop their skills and are independent learners.

## Setting details

<b>Unique reference number</b>	224227
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	854672
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Saplings Woore Preschool Committee
<b>Date of previous inspection</b>	3 February 2010
<b>Telephone number</b>	01630 647946

Saplings: Woore Pre-School was established in 1969. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm with a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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