

Spinney Pre-School

Spinney Avenue, Ditton, Widnes, Cheshire, WA8 8LD



Inspection date

29 January 2016

Previous inspection date

29 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff use their observations to plan purposeful activities which are focused on children's next steps in learning. This has a positive impact on the good progress children make in their learning.
- Staff establish high-quality relationships with parents. Staff share children's progress with them and welcome feedback. Parents speak highly of the pre-school and state they are well informed about their children's care and learning.
- Staff are positive role models and children's behaviour is very good. Children are learning to manage their feelings and to be polite and kind to each other. They are encouraged to share, take turns and they listen to staff well.
- The manager and staff are reflective practitioners. They all demonstrate an eagerness to improve and strengthen their practice. This helps to ensure that the learning outcomes for children are constantly improving.
- Children are happy and well settled in their environment. They have secure and positive relationships with staff and they thrive on the good quality care they receive.

It is not yet outstanding because:

- Staff do not always seek enough information from parents when children first start, to help them plan precisely for children's learning from the outset.
- Staff do not always make the best use of the outdoor learning environment, particularly for those children who learn best outdoors.

What the setting needs to do to improve further

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

- find out even more information about children's prior learning and development when they first start, to establish clearer starting points in children's learning
- review and reflect on the current planning systems, to ensure that children who learn best outside are provided with a wide range of opportunities and experiences to build on their learning.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies and the pre-school's self-evaluation.
- The inspector spoke to children and staff and observed play and learning activities within the learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed safeguarding training. Staff understand the procedure to follow should they have a concern about a child attending the pre-school. All staff are vetted to ensure that they are safe to care for children. There is effective management of staff's performance. Clear and appropriate support is provided through frequent supervision sessions and staff meetings. All staff have childcare qualifications and they are committed to attending training to gain further knowledge of how children learn and develop. This has a positive impact on the experiences children receive. The manager regularly monitors the educational programme. She oversees the progress that children are making and ensures that any gaps in their learning are quickly closed. Parents are kept well informed of planned activities through daily discussions with staff and regular newsletters. They are provided with regular updates about their children's progress.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge effectively to provide good quality teaching. They are committed in their role and have a good understanding of how children learn. Well planned, challenging activities are based around the children's interests. Children clearly show they are interested and motivated to play and learn. Children have opportunities to develop social and literacy skills. They are eager to join in activities focused on developing their understanding of letters of the alphabet. They confidently sound out letters and think of objects beginning with the same sound. Staff provide a stimulating environment that promotes children's imagination and gives them plenty of choice to lead their own play. Staff interact positively with children and help them to become confident and independent learners. Children are encouraged to test out their own ideas, through the variety of teaching strategies to extend their learning further.

Personal development, behaviour and welfare are good

The environment is safe, stimulating and welcoming. Staff are very responsive to children's emotional well-being. They work closely with parents to meet children's individual care needs. New children settle in very well. Staff allow them to explore the pre-school at their own pace. In addition, home visits before children start pre-school help staff to get to know parents and children well. Staff effectively teach children about how to keep themselves safe and healthy. The outdoor play areas provide a good opportunity for children to practise their physical skills and to explore the natural areas. Children thoroughly enjoy their time at the nursery. They make friends easily and play cooperatively together. Children are gaining an understanding of their local community and the world which they live in. They enjoy visits to the community and explore different festivals.

Outcomes for children are good

All children, including those who access funding, make good progress in their learning. Children develop positive attitudes towards learning. They are well prepared for their next stage of learning and the eventual move on to school.

Setting details

Unique reference number	502232
Local authority	Halton
Inspection number	847950
Type of provision	Sessional 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	20
Number of children on roll	38
Name of provider	Spinney Pre-School Committee
Date of previous inspection	29 November 2011
Telephone number	07752 911987

Spinney Pre-School was registered in 2001. It is owned and managed by a committee. It opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.15am and 12.30pm to 3pm. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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