

The Oval Pre-School

Wallasey Cricket Club, The Oval, WALLASEY, Merseyside, CH45 6UX



Inspection date	8 February 2016
Previous inspection date	12 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 are well qualified and very experienced. They use their knowledge of children's individual learning needs, and their understanding of how children learn, to plan a wide range of interesting activities. Children are keen learners and they make good progress.
- Partnerships with parents and other professionals are good. Parents are kept well informed about their child's progress and are provided with the information they need to support learning at home. Staff make good use of the training and support provided by other professionals to address any emerging learning needs of individual children.
- Children arrive happy and eager to play and learn. Staff are warm and caring. They are positive role models. Children are made to feel welcome and demonstrate a sense of belonging. They are well supported to develop their independence and manage their own personal needs. Children make choices about their play and are encouraged to dress themselves for outdoor activities.
- The manager and staff show a strong commitment to improving the quality of the provision provided by the pre-school. They have addressed the actions and recommendations raised at the last inspection. The manager regularly seeks the views of parents and other professionals when identifying areas for further improvement that benefit children.

It is not yet outstanding because:

- Sometimes, staff organise group activities that do not fully engage and hold the interest of all children.
- Staff have fewer opportunities to share good practice and raise the quality of teaching even higher.

What the setting needs to do to improve further

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

- review and amend the organisation of group activities to maximise learning opportunities for all children
- develop further the arrangements for staff supervision, to provide even more opportunities for staff to share best practice with each other and continue to raise the quality of teaching even higher.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation, policies and procedures, children's records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents and took account of their views.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow should they have a concern about a child's welfare. Daily checks on the premises help to keep children safe. The manager works closely with staff to review and develop their practice. Since the last inspection, the manager has introduced regular supervision meetings, observations of performance and appraisals. These opportunities support staff in improving the quality of their teaching skills and identifying further training needs. Recent training has helped staff to develop the range of effective systems used to manage children's behaviour and improve play opportunities in the outdoor area. The manager meets regularly with staff to monitor children's progress, including disabled children and those with special educational needs. Staff work well with other professionals and agencies to secure timely interventions and targeted support.

Quality of teaching, learning and assessment is good

Staff collect detailed information from parents about children's early achievements when they first start at the pre-school. They use this information, together with their observations, assessments and knowledge of children's interests, to plan a broad range of activities that challenges the children and motivates them to learn. Children experiment with collage materials, paper, glue and scissors, which helps to develop their creative skills. They practise their counting skills in everyday activities and while completing number puzzles. Children's literacy and writing skills are well supported. They have opportunities to share books, recognise sounds and letters, and practise their early writing skills in role play. Children enjoy learning about the world and other cultures. For example, they make and decorate Chinese money purses and practise their dragon dance to music.

Personal development, behaviour and welfare are good

Children form close relationships with staff and are keen to involve them in their play. Staff put a great emphasis on developing children's confidence and self-esteem. Children enjoy the responsibility of helping staff and carrying out routine tasks. Staff offer continuous praise and encouragement. They give clear and consistent messages to children which help to promote their good behaviour. Children's physical well-being is well supported. They have regular opportunities to play outdoors in the fresh air. They delight in exploring the large field area and splashing in the muddy puddles. A variety of healthy snacks and drinks is provided. Children have a good understanding of hygiene routines. They are helped to keep themselves safe and manage their own personal needs. Staff have developed good relationships with other settings that children attend. They provide good support for children in preparation for their move to school.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress from their starting points. They are enthusiastic learners and demonstrate the capacity to learn new skills. Children enjoy a good range of activities which help them to acquire the skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	306446
Local authority	Wirral
Inspection number	1007024
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	23
Name of provider	Heather Joy Williams
Date of previous inspection	12 February 2015
Telephone number	01516300433

The Oval Pre-School was registered in 1996. The setting employs three members of staff, all of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am daily, with one additional session operating from 12.30pm until 3pm every Wednesday. The setting provides funded early education for three- and four-year-old children.

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