

Great Meols Pre-School

Great Meols Primary School, Elwyn Road, Wirral, Merseyside, CH47 7AP



Inspection date

29 April 2016

Previous inspection date

2 February 2010

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

- The manager is committed and ambitious. Since the last inspection, the pre-school has been relocated to a refurbished self-contained area within the school building. Staff have created a safe, high-quality learning environment, which excites children and promotes their care and learning very well.
- The pre-school is exceptionally well organised. It is particularly successful in the way it works with other agencies and services to ensure that children with special educational needs receive excellent support.
- Children's behaviour is very good. Staff are very good role models and consistently reinforce rules and boundaries. This helps all children to have a clear understanding of their expectations and learn how to be respectful towards others. Older children independently use the sand timer to support fair turn taking when using the electronic tablet.
- Staff have a range of relevant qualifications and experience. Teaching is good, with some aspects outstanding. Imaginative use of resources to create simple games, such as a race to pick counters out of the water allows for children to develop several different aspects of their learning in fun ways. Children are lively learners and are making good progress in their learning.

It is not yet outstanding because:

- The arrangements for staff supervision and development do not always yet focus specifically on what staff need to do to improve their quality of teaching.
- Following activities, staff do not always reinforce the messages about how children's exercise and diet have an impact on their bodies and good health.

What the setting needs to do to improve further

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

- support staff to provide even more opportunities to help children widen their knowledge and understanding of the benefits of a healthy diet and exercise
- enhance systems for monitoring staff's performance to include regular feedback for them about how they can improve their teaching interactions with children.

Inspection activities

- Prior to the inspection, the inspector viewed the previous report and information held by Ofsted.
- The inspector viewed activities in the playroom, the outdoor area and accompanied the children when they visited the school's active play area. He observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the pre-school manager and deputy manager. He also discussed the self-evaluation arrangements.
- The inspector carried out two joint observations with the pre-school manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the pre-school, and also looked at a range of other documentation, including accident records.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is very well organised. Staff ensure children's safety is a priority. They work effectively to supervise and support children to keep them safe and well. Arrangements for safeguarding are effective. The staff understand their safeguarding responsibilities, and how and who to report any concerns they may have about a child. The manager and committee are currently reviewing the policies. Overall, team meetings and systems for supervision provide some opportunities for staff to evaluate the quality of the experiences they provide for children. The manager monitors the assessments of children's learning securely. Since the last inspection, a range of strategies has been implemented to engage parents more fully in the learning of their children. Parents speak with high regard for staff and the support they provide. In particular, they greatly appreciate the stay-and-play sessions provided. Parents feel these sessions and guidance about how they can enhance their child's learning at home, are invaluable.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents to help them plan personalised support for each child. They observe regularly and plan activities based on their assessments to help drive children's learning forward. Activities are well chosen and the way staff support learning is very good overall. Staff have a secure understanding of the importance of play in children's learning. They understand the links between activities and the areas of learning. Good use of fun group activities, such as a listening and speaking game, helps children develop their problem-solving skills. It also supports them to make connections in the sounds of letters. This helps them with their emerging spelling and reading skills. Seasonal activities allow for children to explore the changes occurring over time, such as planting seeds and following the changes to frogspawn. Children's creativity is greatly valued and nurtured. Children's unique representations of farm animals are positively displayed.

Personal development, behaviour and welfare are good

Children are happy, secure and content within the pre-school. They have developed firm friendships with their peers. They play really well together and often for long periods of time in self-motivated imaginative play. They sit in groups chatting about what they have been doing at home and where they will go in the afternoon. Children are eager to negotiate the climbing and balancing apparatus in the school playground. Staff encouragement and discussions help children to develop their resilience as they develop their coordination. Children are provided with fresh fruit and healthy snacks, and they follow good hygiene procedures throughout the day.

Outcomes for children are good

Children are well prepared for the forthcoming changes in their life as they approach starting school. They are confident and eager learners. They ask questions, and want to share with staff and visitors, what they think and know. Good use of daily routines ensures they are attending to their own needs well. They competently pour their own drinks, dress and use the toilet. Children sit and listen attentively within a group.

Setting details

Unique reference number	306395
Local authority	Wirral
Inspection number	855121
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	20
Number of children on roll	40
Name of provider	Great Meols Preschool Management Committee
Date of previous inspection	2 February 2010
Telephone number	01516324606

Great Meols Pre-School opened in 1993. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.35am to 3.45pm. The pre-school provides funded early education for three- and four-year-old children.

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