

<b>Inspection date</b>	13 June 2016
Previous inspection date	1 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Managers are highly committed to the continuous improvement of the setting. Since the last inspection they have been extremely proactive in consistently raising standards. A varied programme of professional development has focused on raising the quality of teaching to a consistently good standard.
- The skilled and qualified staff team uses accurate methods of observation and assessment to provide good quality learning experiences based on each child's unique learning needs.
- Children's behaviour is excellent. They feel safe and secure in a warm and welcoming environment. Staff are positive, caring role models who encourage children to show kindness and respect for each other.
- Staff have established strong partnerships with parents. Parents are actively involved in their children's learning from the beginning, sharing key information to help staff plan challenging activities.

### It is not yet outstanding because:

- Managers do not make the best possible use of their assessments in helping them confirm that no specific group of children is being disadvantaged or falling behind and that all groups continue to make good or better progress over time.
- The methods used to raise the standard of teaching have not been successful enough to achieve the excellent performance of all staff or rapid progress in all children's learning.

## What the setting needs to do to improve further

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

- make better use of available information to help confirm that different groups of children are not disadvantaged or falling behind and that they continue to make good or better progress over time
- sharpen the focus of professional development on increasing the potential to consistently achieve excellent standards of teaching and rapid progress in all children's learning.

### Inspection activities

- The inspector observed how staff support children's play during indoor activities.
- The inspector spoke to members of staff, a selection of parents and children during the inspection and took account of their views.
- The inspector carried out a joint observation with one of the managers.
- The inspector checked evidence of the staff's suitability, including their qualifications.
- The inspector sampled a range of documents, including children's learning records, and the policies and procedures that staff use to help safeguard children's welfare.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff maintain an excellent knowledge in this respect and are fully aware of the process for reporting any concerns about children's welfare. They carry out regular risk assessments and ensure the environment is safe for children to explore. Self-evaluation is robust and includes the views of parents, children and staff. Well-targeted plans are improving the quality of the provision and the outcomes for children. Managers effectively monitor individual children's progress. Gaps in individual children's learning are identified and action is taken to close these quickly. Where needed, staff work well with other professionals to secure further support for children who may have additional needs.

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

Teaching is consistently good. Staff use every opportunity to engage children in good quality play experiences. They notice and record children's particular interests and use these to extend their learning. Staff promote children's early language and literacy skills well. They engage children in meaningful conversations and provide frequent opportunities for children to learn about letters and sounds. Staff are confident in adapting questioning to build on what children already know. For example, most-able children are challenged to count to 18 during a mathematics game. Children are very confident communicators who are eager to share their ideas. They relish opportunities to explore and use their imagination. Children spontaneously created a den role play area and then enthusiastically developed this into a puppet theatre. Staff support children's early literacy skills well. They encourage children of all ages to make marks and join in with stories and songs.

### Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. They know the children exceptionally well and form positive relationships with them. Children settle quickly, supported by familiar routines. During snack time, children enjoy sitting together and chat sociably with each other and staff. They display a good understanding of foods which keep them healthy and are encouraged to follow good hygiene routines. Children have plenty of physical exercise in the well-equipped outdoor area. Displays are used to celebrate children's creativity and achievements. They also show how the children have explored diversity and developed their understanding of different cultures, for example, through making paintings in an Aboriginal style, using dots.

### Outcomes for children are good

All children make good progress from their differing starting points. They develop a range of mathematical skills, such as, problem solving, counting and recognising numbers and quantities. Staff support children's emerging independence well. Children develop a sense of responsibility. They are involved in tidying away their resources. Staff praise children frequently and value their opinions, helping them to gain confidence and good self-esteem. Children are motivated and develop positive attitudes to learning. This actively contributes to them gaining skills in readiness for the changes ahead. Staff link closely with the host school to establish good continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	EY458542
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1041630
<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 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Clare Harding and Judith Hughes Partnership
<b>Registered person unique reference number</b>	RP532323
<b>Date of previous inspection</b>	1 October 2013
<b>Telephone number</b>	07742058808

WGOSP was registered in 2013. The provision opens Monday to Friday during school term time. The before- and after-school sessions are available from 7.45am to 8.50am and from 3pm until 5.45pm. The creche is open from 9am to 11.45am. The provision employs seven members of staff. One member of staff has qualified teacher status, one is qualified to level 5 and four staff hold a level 3 qualification. The provision supports children who have special educational needs or disability.

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