

Saplings: Woore Pre-School



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

Inspection date	29 June 2016
Previous inspection date	26 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Partnerships with parents are good. Parents speak very highly about the effective communication with staff. They comment on the positive and hard-working staff and how their children thrive at the pre-school.
- Leadership and management of the provision are strong. Significant action has been taken since the last inspection to bring about improvements. An effective process of self-evaluation is in place which secures continual improvements.
- Staff provide a range of interesting and exciting activities and experiences for the children. Children enjoy attending and show confidence as they play and learn.
- Children have a good understanding of how to keep themselves safe and healthy. They use equipment with care and consideration. For example, they handle scissors and mark-making resources appropriately.

It is not yet outstanding because:

- Partnerships with the host school are strong. However, information is not shared often enough with other settings that children attend. Therefore, staff cannot be sure they are fully promoting continuity in children's care and learning.
- Sometimes, staff do not reflect enough on the monitoring of different groups of children. This means that they are not fully aware of any variances in the progress different groups of children are making.

What the setting needs to do to improve further

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

- improve information sharing with other settings that children attend, in order to provide all children with continuity in their learning and care
- reflect more precisely on the progress of different groups of children so that any variances are promptly identified and addressed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 manager. She looked at relevant documentation, such as the self-evaluation, action plans and evidence of the suitability of staff.
- 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 good

The arrangements for safeguarding are effective. Staff's knowledge and understanding of safeguarding are good. They are aware of the signs and symptoms of abuse and know who to contact should they have any concerns about a child in their care. The manager has an overview of the pre-school's current strengths and weaknesses. She is fully committed to improving practice. She has successfully addressed the actions and recommendations from the previous inspection. Monitoring of staff practice is comprehensive and effective systems are in place to provide them with appropriate training opportunities. These help to focus on the quality of teaching, in order to target support and coaching where they are most needed. Consequently, staff are supported to gain the necessary skills they need to promote children's learning and development. In addition, Ofsted has been notified of all members of the committee and appropriate vetting and suitability are recorded.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development. They use this information to promote children's learning. Staff provide children with a variety of media and materials, enabling them to explore and experiment in a range of ways. This helps to enhance children's strong exploratory interest and discovery of the world around them. Children learn new words, such as frogspawn, as they follow the life cycle of a frog and eagerly wait for the tadpoles to arrive. This helps to build on their communication and language skills. Staff encourage children to recognise numbers and count in nursery rhymes. Children begin to use mathematical language, such as more than and less than while counting blocks as they build a tower.

Personal development, behaviour and welfare are good

Children behave well and play cooperatively. Staff are good role models and show children the benefits of sharing and taking turns. They set clear, consistent boundaries to encourage positive behaviour. Staff interact well with children and offer them lots of praise and encouragement for their efforts. They actively get involved with children's play. They are effective in helping children to stay engaged and interested in the activities. Staff promote children's independence effectively. Children are given regular opportunities to build on their self-care skills. They self-register, pour their own drinks and make choices from healthy options at snack time. Staff are attentive and caring. This helps children to form strong emotional attachments with their key person and other adults in the provision.

Outcomes for children are good

All children, including those who receive funded early education, are motivated to learn and make good progress. Older and most-able children are challenged to maximise their learning and develop their communication skills. Children recognise their own name, shapes and colours. They are all developing skills, such as sitting and listening during story times. These skills are important and effective in preparation for their move on to school.

Setting details

Unique reference number	224227
Local authority	Shropshire
Inspection number	1039276
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 - 5
Total number of places	15
Number of children on roll	16
Name of registered person	Saplings Woore Preschool Committee
Registered person unique reference number	RP522999
Date of previous inspection	26 January 2016
Telephone number	01630 647946

Saplings: Woore Pre-School was registered in 1997. 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 during term time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm, including a lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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