

Wheelock Pre-School

Hancock Hall, Wheelock Methodist Church, Crewe Road, Wheelock, SANDBACH,
Cheshire, CW11 3RT



Inspection date

Previous inspection date

12 July 2016

8 October 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

- Managers, staff and the committee aspire to improve. They have made significant changes to their provision since the last inspection. Clear plans are in place to evaluate the pre-school to identify and address any areas for development. They ensure that they meet the notification requirements for Ofsted and show a strong knowledge of legislation.
- Partnership working with parents is excellent. Staff strive to involve parents and the local school in children's learning and development, in order to help successfully promote continuity. Staff keep parents well informed about their children's development. Parents speak very highly of the pre-school and value the support given to children's ongoing care and learning.
- Staff accompany children on visits to the local school and share what they know about the children. This ensures all those involved in children's care are fully informed to meet their needs and support their progress right from the start.
- The quality of teaching is good. Experienced and qualified staff interact extremely well with the children. Children are provided with a wide range of learning experiences that ignites their interests and motivates them to learn.

It is not yet outstanding because:

- The professional development of staff does not focus sharply enough on raising the good quality of the provision to the highest possible level.
- Occasionally, children's ability to concentrate and listen to each other is compromised because of the level of background noise.

What the setting needs to do to improve further

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

- focus professional development more sharply on achieving and maintaining the highest quality of provision possible
- enhance the organisation of the environment to help children listen to each other and concentrate on activities.

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 spoke with members of staff. He completed a joint observation with the manager, observing an activity that children were engaged in.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their role in helping to keep children safe and secure, and of the procedures to follow should they have concerns. Staff are very experienced in working with a range of professionals and attending multi-agency meetings to successfully support children whose circumstances make them vulnerable. The experienced and well-qualified staff team has a very positive impact on children's learning. The manager closely monitors the progress of all children by meeting regularly with staff and examining detailed assessment records. Parents speak highly of the setting. They talk about the warm, family atmosphere and how pleased they are with their children's progress.

Quality of teaching, learning and assessment is good

Staff fully understand that children learn best through play. They make accurate and sensitive assessments of children's progress and use the information to plan for what children need to learn next. Staff provide resources and activities that appeal to children's interests and challenge them appropriately. Therefore, children actively explore and begin to think about solving problems for themselves. Children learn about linking sounds and letters. Older children apply these skills as they begin linking sounds to create simple words and sentences. Children sing, dance and match actions to help them link letter symbols and sounds. Staff skilfully introduce counting, simple addition and shape. They inspire children through their positive interaction and receptive approach to their ideas.

Personal development, behaviour and welfare are good

The relationships between staff and children are strong. Staff understand children's needs and interests in depth. Children behave well because they are busy and engrossed in their play. They run and move with vigour, enthusiasm and joy as they take part in a music and movement activity. They investigate and explore the outdoor area with enthusiasm and develop complex role play in the new mud kitchen, baking mud pies and cakes. They gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves. Children develop a sense of responsibility for others, for example, helping each other to take off shoes. They are extremely well supported with their transitions within the pre-school and their move to school.

Outcomes for children are good

Children are very happy, confident and settled. Their communication, language and literacy skills are promoted well. They learn necessary behaviour, communication and social skills which build their independence and help them prepare for their future learning. Children identified by the pre-school as at risk of falling behind, such as those who have special educational needs or disability or those in receipt of government funding, make good progress from their starting points. This is because funding is spent well on resources and learning programmes.

Setting details

Unique reference number	305427
Local authority	Cheshire East
Inspection number	1030574
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	39
Name of registered person	Wheelock Pre-School Committee
Registered person unique reference number	RP524912
Date of previous inspection	8 October 2015
Telephone number	01270 753 763

Wheelock Pre-School was registered in 1987 and is managed by a not-for-profit incorporated voluntary association. The pre-school employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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