

# Twincle Pre-School

Wincle C of E Primary School, Wincle, Macclesfield, SK11 0QH



<b>Inspection date</b>	23 January 2017
Previous inspection date	22 April 2013

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

- Children are happy, settle quickly and receive the individual care and attention that they need to help them feel secure. Their efforts and achievements are acknowledged with praise and encouragement, and they are nurtured with lots of warmth, consideration and kindness.
- Parents speak positively about the pre-school and how well staff meet the needs and interests of their children. They feel they are kept well informed by staff about their children's progress. Parents are given ideas about how to support learning at home.
- Staff accompany children on visits within the host school and share what they know about the children. This ensures all are fully informed to meet the children's needs and support their progress right from the start.
- Staff organise a safe and stimulating environment, which helps children to feel safe and secure and develop independence. Children demonstrate that they are settled and comfortable in their surroundings and move around the room at ease.

### It is not yet outstanding because:

- The performance management of staff does not help them to precisely identify what they can do to raise the quality of their teaching, and use of assessment to an exceptional level.
- Arrangements for self-evaluation lack sufficient consultation with parents and children to help review the quality of the provision and identify areas to improve.

## What the setting needs to do to improve further

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

- enhance further the arrangements in place for the professional development of staff and raise the quality of teaching to an exceptional level
- develop ways to encourage parents to share their ideas and contribute to the ongoing improvements of the provision.

### 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. The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager and looked at relevant records, such as evidence of the suitability of staff working in the nursery. He discussed self-evaluation and plans for improvement.
- 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 knowledge of how to identify and report concerns regarding the welfare of a child. Safety policies and procedures are implemented effectively. For example, risk assessments are carried out to make sure children are kept safe from harm and the premises are kept secure. Good ratios of staff to children are maintained so children are well supervised. Robust procedures are in place to help ensure that newly recruited staff are suitable to work with children. Documentation, such as registers and records of parents' contact details are maintained appropriately. Staff have good links with the host school and other professionals. They support older children well as they prepare to move on to school.

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

Overall, staff have a good understanding of how to promote children's learning through play. They engage well with children in purposeful activities and skilfully interact with them, to guide and stretch their learning. Staff encourage children to make decisions in their play. Staff help children to use their imaginations and to be creative. Children are developing an awareness of living things and how to care for them. As they prepare to make bird feeders, they talk about why birds need help in winter. They enjoy their success in mixing seeds, apples and lard to make food for the birds. Staff and children look at books together and talk about the features which help them to recognise birds. Parents are involved in their children's learning right from the start. They frequently share information about what their children are learning at home.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff offer lots of positive praise and encouragement to support this. Children are treated with kindness and respect. Therefore, children build strong friendships with one another and with staff, which bolsters their confidence and self-esteem. A range of information from parents is collected when children first start, such as their interests, likes, dislikes and development. This helps staff to understand children better from the start and helps children settle well. All children spend time outdoors and take manageable risks in their play, building and creating structures with large blocks and using a variety of equipment with growing competence. They bounce vigorously on a small trampoline as they count. They mark make independently and paint or draw imaginatively. Children are provided with healthy options at snack times, when they enjoy fruit with milk or water. These activities help children develop an awareness of a healthy lifestyle.

### Outcomes for children are good

Children make good progress given their starting points. They are becoming independent learners who are able to develop their own play. They practise early writing skills and recognise letters in print. Children develop good language and communication skills. They become confident in sharing their own ideas and learn to share and to listen to the views of their friends. Children develop the skills needed for future learning and the move on to school.

## Setting details

<b>Unique reference number</b>	305404
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1063939
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Wincle Playgroup and Care Club Committee
<b>Registered person unique reference number</b>	RP527425
<b>Date of previous inspection</b>	22 April 2013
<b>Telephone number</b>	01260 387387

Twincle Pre-School was registered in 1996. It opens five days a week from 8.45am to 3.15pm, during term time only. The pre-school provides funded early education for three- and four-year-old children. There are two members of staff, both of whom hold relevant early years qualifications at level 2 or above.

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