

Appleton Thorn Pre-School

Appleton Thorn Village Hall, Stretton Road, Warrington, WA4 4RT



Inspection date

25 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff have a good understanding of how children learn and they know children very well. They provide a broad range of activities and experiences, which supports children to make good progress across all areas of learning.
- The manager demonstrates a strong commitment to raising the existing good standards of care and learning for children. She is fully aware of the improvements that she needs to make and regularly seek the views of parents to inform continuous improvements.
- Staff understand their responsibilities to work in close partnership with other professionals and outside agencies. This contributes to an inclusive approach to supporting children who have special educational needs or disabilities.
- Parents speak very highly of the pre-school and say that they would definitely recommend it to others. They have formed close bonds with their child's key person. Parents are informed regularly about their children's achievements and progress. This helps to promote a shared approach to children's care and learning.

It is not yet outstanding because:

- Although staff seek information from parents about children's individual care needs when they first attend the setting, they are less successful in obtaining detailed information about what children can already do on entry.
- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to improve their practice and knowledge to an even higher level.

What the setting needs to do to improve further

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

- seek more-detailed information from parents from the start, about what children can already do on entry
- provide more opportunities for staff to improve their practice and knowledge in order to take teaching to the highest level.

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 staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the nominated person. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their safeguarding responsibilities. They have a good knowledge of the procedures to follow if they have concerns about a child's welfare. In addition, they are aware of the wider aspects of safeguarding practices that may have an impact on children's safety. The manager has effective assessment procedures in place and tracks children's progress effectively. For example, through her tracking she identified that some children were not achieving well in mathematics. She has, therefore, improved the range of mathematical resources to help those children make significant progress in this area of learning. Staff have regular supervision meetings with the manager and attend regular team meetings. This helps to ensure that staff continue to understand their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of teaching is good. Children's communication and language skills are developing well. Group time sessions are interactive and engage children's attention. For example, children sit and listen as a parent talks to children about her role as a nurse. They respond to questions and talk enthusiastically to others. Children have opportunities to further extend their learning as they engage in imaginative play. They dress up as doctors and nurses and use the doctor's kit to care for those who are sick. Staff regularly observe children as they play and interact with others. They use the information to identify the next steps in their learning. Activities are effectively planned according to these next steps, which helps to support children's good progress.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are supported well and they demonstrate that they feel safe and secure. Children benefit from a key-person system that is well embedded. Staff know children extremely well and are well deployed in the environment and on outings. Staff organise the environment particularly well to help children to be as independent as possible in leading their own play and learning. Staff teach children about the importance of a healthy lifestyle and promote good hygiene practices. Children have daily opportunities to play outdoors. They make good use of bicycles and cars, which help to develop their physical skills. There are strong links with the local community. Children make the most of attending events in the community. This helps children to build on their understanding of their local community in which they feel a part of and feel truly valued.

Outcomes for children are good

Children are making good progress in their learning. They are acquiring the skills, knowledge and attitudes to learning that prepare them well for starting school. This includes children who benefit from additional funding and those who have special educational needs or disabilities. Children are confident, happy and they behave very well. Children independently make their own choices from the resources around them, they join in with others and are learning how to share appropriately. Strong links with the local school help to prepare children emotionally for starting school.

Setting details

Unique reference number	EY486920
Local authority	Warrington
Inspection number	1011757
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 - 4
Total number of places	24
Number of children on roll	23
Name of registered person	Appleton Thorn Pre-School
Registered person unique reference number	RP905288
Date of previous inspection	Not applicable
Telephone number	07938 511441

Appleton Thorn Pre-School was registered in 2015. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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