

Cotebrook Pre-School

Cotebrook Village Hall, Cotebrook, Tarporley, CW6 0JJ



Inspection date	9 March 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

- The newly appointed manager has a clear vision for the pre-school. She is supported well by an experienced and dedicated chair of the committee. All staff are passionate about continuing to raise the good quality provision. Self-evaluation is effective and is informed by the views of staff, the committee, parents and children.
- Children enjoy their time as they play and explore the stimulating, well-resourced learning areas, both indoors and outside. Children lead their own play and demonstrate a 'can do' attitude towards their learning. Children are eager to learn and are highly motivated.
- An effective key-person system ensures that children form close relationships with the staff. Staff are responsive to children's needs. They place an emphasis on developing children's emotional well-being. They give lots of praise to children during activities, supporting their good self-esteem.
- Staff support children's language development very well. For example, they engage children in lots of conversations based on their interests and ask interesting questions to help challenge their thinking. Signs are used to enhance the children's understanding further.

It is not yet outstanding because:

- The recently introduced system for evaluating staff's performance, in order to monitor and build on the quality of teaching is not yet fully effective.
- Although staff effectively monitor progress to help them quickly identify gaps in individual children's learning and development, the monitoring for groups of children is not yet robust enough.

What the setting needs to do to improve further

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

- extend existing systems for the monitoring of staff performance management, to continue to strengthen and improve on good practice and raise the quality of teaching to a higher level
- extend further the tracking and monitoring of children's progress to include groups of children so that any gaps in learning are identified quickly and appropriate interventions are sought

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as policies and procedures, and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Parents are extremely complimentary about the service provided. They comment that since the new manager has been appointed children's learning opportunities and progress has increased significantly. Parents contribute to initial assessments and staff keep them updated with regular information about children's progress. Safeguarding is effective. Staff have a clear understanding of their role to protect children from harm. They can identify the possible indicators of abuse and are fully aware of what to do should they have any concerns about children's welfare. Detailed risk assessments are completed and contribute towards keeping children safe. Staff have robust policies and procedures to support their good practice. Staff attend regular team meetings and training to ensure that their knowledge is regularly updated.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff make regular observations of children and accurately assess their progress. Key persons identify next steps for children's learning and share them with other staff and with parents. This means that everyone works together to promote children's learning and development. Staff engage children in a range of challenging activities that builds upon their prior learning and skills. Staff get to know the children well and have a good awareness of their individual needs. They plan a wide range of activities linked to children's interests, abilities and the next steps in their learning. This contributes to the good progress children make, including children who speak English as an additional language. Children have daily opportunities to be active in the spacious outdoor areas. This helps to promote their good health and supports their physical well-being.

Personal development, behaviour and welfare are good

Staff support children to form good relationships with their friends. Staff challenge children to be independent learners and praise them for their efforts. Staff are good at promoting children's independence and self-care skills during all daily routines. For example, children are encouraged to open food items independently during lunchtime. This helps to prepare children well for starting school. Effective partnerships with local schools are used to ensure children have the necessary skills to prepare them for the move on to school. Staff ensure children's physical needs are well met. For example, they enjoy using large play equipment outdoors. Children gain an understanding of their own community and the wider world. They learn about festivals from their own and other cultures.

Outcomes for children are good

Children make good progress in their learning from their starting points, including those for whom the setting receives additional funding. All children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. Children can sit for increasing periods in adult-led groups. Children are enthusiastic and motivated learners who are keen to explore and try new activities. They engage in a range of activities that actively promotes their early literacy and mathematical skills. Children throughout the setting are confident in their environment and demonstrate high levels of independence.

Setting details

Unique reference number	EY495158
Local authority	Cheshire West and Chester
Inspection number	1029613
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Cotebrook Pre-School Committee
Registered person unique reference number	RP524736
Date of previous inspection	Not applicable
Telephone number	

Cotebrook Pre-School was re-registered in 2015. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm, Monday to Thursday and 8.45am until 12.15pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

