

Whitegate Pre-School Nursery

Recreation Rooms, Dalefords Lane, Whitegate, Northwich, Cheshire, CW8 2BL



Inspection date

14 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 owners are very active managers. They are extremely dedicated to providing good quality care and education for children. They closely monitor staff and provide training and mentoring to develop their teaching skills.
- Staff assess children's abilities and are very skilled at identifying children who have special educational needs and/or disabilities. They work closely with a range of professionals to develop plans that help children make good progress.
- Managers track children's progress. They carefully analyse the information so it can be used to inform their planning of appropriate activities.
- The environment is bright and welcoming. Equipment is very high quality and set out to provide inspiring spaces which enthuse children. The outside play space provides opportunities for children who enjoy learning outside to build further on their skills.
- Children are confident and happy. They are inquisitive and relish the wide range of learning opportunities the nursery provides. They have very good imaginations.
- Parents praise the care their children receive. They feel very welcomed and well informed of their child's progress. Staff use a wide range of methods to communicate with parents and regular events help to involve them in their children's learning.

It is not yet outstanding because:

- Although the majority of activities are well planned, some activities do not fully support all children to develop a high level of understanding of the concepts being taught.

What the setting needs to do to improve further

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

- increase the effectiveness of planning so that all children's understanding is developed to a high level and to ensure the successful achievement of learning aims.

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 two joint observations, one with each owner of the nursery.
- The inspector held a meeting with the two owners. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The managers encourage staff and parents to become involved in evaluating the care and learning provided. They value their ideas about how things can be further improved and strive to implement changes. The staff also feel empowered to make changes and are highly motivated to do their best. There is a happy, dynamic atmosphere and the setting has a very good capacity to continue to improve. The arrangements for safeguarding are effective. All staff have a good understanding of what would constitute a safeguarding concern and what they should do to address this. Staff are very well qualified and are strongly encouraged to undertake further training and qualifications. For example, managers supported them to attend courses on health and well-being and on teaching the sounds letters represent. This targeted training has a positive impact on children's learning and welfare. The managers observe staff's teaching and monitor their assessments of children's progress to ensure all aspects of children's learning are properly planned for.

Quality of teaching, learning and assessment is good

Staff are well motivated and use a range of teaching methods to enthuse the children. They fully immerse themselves in children's role play and ask pertinent questions which help children think more deeply. Staff gather information from parents about what children can do at home. Their interests are used to tie different elements of children's learning together and to provide a wide range of experiences. Staff consider the needs of specific groups of children so activities can be tailored to match their needs and abilities. For example, children who will start school soon have opportunities to practise their early writing skills and to learn about the sounds letters represent. Younger children are helped with their social development and communication skills. Children are very physically active in the extensive outdoor play spaces. They gain an understanding of nature as they dig in the garden and watch the animals in the neighbouring fields.

Personal development, behaviour and welfare are good

Children behave well. They develop a clear understanding of how to treat others with kindness and respect as they follow the courteous example of the staff. They have close relationships with their key person and other staff. Children are very independent. They develop an understanding of a healthy diet through discussions with staff at unhurried mealtimes. Children who have special educational needs and/or disabilities are actively supported to indicate their wishes when they cannot communicate verbally.

Outcomes for children are good

Children make good progress. Most are working comfortably within the range of development typical for their age. Assessments are undertaken for children who have special educational needs and/or disabilities. This ensures plans are in place for the children's move on to school when the time comes and that any extra help they may require is provided. Children's confidence, curiosity and ability to think through problems are particularly well supported. They have excellent imaginations and are very creative. Children are starting to recognise some of the sounds letters represent and are developing skills associated with learning to write.

Setting details

Unique reference number	EY489651
Local authority	Cheshire West and Chester
Inspection number	1016149
Type of provision	Full-time 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	28
Number of children on roll	49
Name of registered person	Whitegate Pre-School Nursery Partnership
Registered person unique reference number	RP534627
Date of previous inspection	Not applicable
Telephone number	01606 301624

Whitegate Pre-School Nursery was established in 1987 and registered under its present ownership in 2015. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. This includes one staff member who has early years professional status and one who is a qualified teacher. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 11.30am and from 12.30pm until 3pm. There is a lunch club from 11.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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