

# Waverton Pre School

Common Lane, Waverton, CHESTER, CH3 7QT



<b>Inspection date</b>	22 June 2017
Previous inspection date	9 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Since the last inspection, the pre-school has experienced periods of instability due to several management changes. Consequently, good-quality provision has not been maintained.
- The procedures to safeguard children are not good enough. The provider failed to notify Ofsted and the local authority safeguarding team of historical allegations against previous members of staff. This jeopardises children's safety and welfare.
- The provider does not have robust systems to ensure all committee members are suitable for their roles, this compromises children's safety.
- Assessment of children's learning is inconsistent, which does not support children to make good progress over time.
- The new manager has not had enough time to implement effective procedures for monitoring staff performance and children's progress.

### It has the following strengths

- The new manager and staff are committed and motivated to improve. Changes implemented so far are making a positive difference for children.
- The indoor and outdoor environments are very well organised and offer a wide choice of stimulating activities to excite and challenge children.
- Interactions between staff and children are supportive and nurturing, which enables positive relationships to flourish.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure the committee and staff are trained to fully understand the pre-school's safeguarding policy and procedures, with particular regard to managing allegations against staff and reporting concerns to the relevant authorities</li> </ul>	06/07/2017
<ul style="list-style-type: none"> <li>■ provide Ofsted with the necessary information to enable them to carry out suitability checks on members of the management committee</li> </ul>	06/07/2017
<ul style="list-style-type: none"> <li>■ improve the arrangements for assessing children's development, on entry and ongoing to help children make consistently good progress in all areas of their learning.</li> </ul>	06/07/2017

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

- develop effective procedures for monitoring children's progress and staff performance to help drive improvement and ensure high standards are consistently maintained.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 manager.
- The inspector held meetings with the 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

Jan Linsdell

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is not effective. The provider does not stringently implement policies and procedures to keep children safe. For example, they have failed to alert the relevant authorities about concerns relating to the behaviour of previous members of staff. Also, they have not provided Ofsted with necessary details about new committee members so that suitability checks can be carried out. This means children's safety is not assured. However, the new manager is a strong and experienced leader. She is working hard with the team to prioritise areas for improvement and has identified further training for staff. Links with the host school are starting to develop. The manager understands the importance of monitoring the quality of teaching and learning, but processes to do this effectively are not yet rooted in practice.

### **Quality of teaching, learning and assessment requires improvement**

Some aspects of teaching are not strong enough to help children make good progress over a sustained period. Systems for gathering information about children's starting points in their learning lack rigour. Also, variations in the way ongoing assessments are conducted make it difficult for staff to accurately assess and measure children's progress. Nevertheless, staff are beginning to implement a new approach to planning for children's learning. This is spontaneous and responsive to children's individual needs and interests. Staff use their training and skills to guide children's learning. They follow children's lead well and know how to extend their ideas, for example, when they make instruments and dance to music.

### **Personal development, behaviour and welfare are inadequate**

Weaknesses in leadership and management have a significant negative impact on children's safety and welfare. However, children have fun in the pre-school and gain a sense of belonging, for instance, when they share their news. Positive changes to daily routines have improved experiences for children. Consequently, children are engaged, motivated and well behaved. Children are fully involved in helping to serve healthy snacks and drinks. They have plenty of exciting challenges to keep them active and stimulated outdoors. Gymnastic sessions are offered to further enhance children's physical development. Partnerships with parents are positive. The pre-school website is very informative. Parents report that staff are caring, friendly and have good bonds with the children.

### **Outcomes for children require improvement**

Gaps in assessment processes do not help children to make consistently good progress. Nevertheless, children show an enthusiasm for learning. They make their own choices, moving freely between the indoor and outdoor areas. Children grow in confidence and learn to be independent, which helps to support their readiness for school. They show skills during group activities, for instance, when they listen, count and recognise voice sounds.

## Setting details

<b>Unique reference number</b>	304995
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1090592
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Waverton Pre-School Committee
<b>Registered person unique reference number</b>	RP904844
<b>Date of previous inspection</b>	9 June 2015
<b>Telephone number</b>	01244 332579

Waverton Pre School registered in 1999. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications, including three at level 3 and one at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, except on Wednesdays when the pre-school is open from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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