

Mollington Pre-School

The Old School, Grove Road, Mollington, Chester, CH1 6LG



Inspection date

27 September 2017

Previous inspection date

7 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff skilfully support children who have special educational needs and/or disabilities. They work with parents and other professionals to help identify strategies and close gaps in children's learning quickly.
- Since the last inspection, staff have developed strong partnerships with providers of other settings children attend to help promote continuity in their care and learning.
- Staff have worked effectively with the adjacent school to discuss what skills children need for school. They have used this information to plan activities, including teaching children the sounds that letters represent.
- Children benefit from staff having strong partnerships with the community. Children learn about their rural community through events, such as an apple pressing day.
- Children thoroughly enjoy coming to pre-school and greet staff with delight when they arrive. Children are eager to share with staff what they have done at the weekend and what object they have brought in from home that starts with the same letter as the letter of the week.

It is not yet outstanding because:

- The manager's monitoring and evaluation are not yet rigorous enough to help tackle minor variations in teaching and raise the overall standard of practice to an outstanding level.
- Staff's teaching does not always promote children's high levels of engagement and motivation, especially during whole-group times.

What the setting needs to do to improve further

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

- strengthen monitoring and evaluation to help address minor variations in the consistency of teaching and raise the standard of practice to a consistently outstanding level
- enhance staff's teaching to help further increase children's engagement and motivation in learning, specifically during whole-group times.

Inspection activities

- The inspector observed the quality of teaching during a range of 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 a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider ensures only those committee members who Ofsted have vetted are involved in running the pre-school. Staff are knowledgeable about child protection procedures. The manager and staff work together to evaluate the pre-school, including using feedback from parents to identify ways to enhance this further. For instance, staff have responded to parents' requests for more information about their children's learning. They now share more regular information about children's achievements, daily activities and ways to guide children's learning at home. Professional development has a positive impact on helping to develop staff's knowledge and skills. The manager has evaluated the progress of all children and identified ways to accelerate their outcomes further by enhancing staff's teaching of communication and language. Some staff have completed training in this area and have shared their knowledge with other staff. Together they are using these new skills to enhance their teaching.

Quality of teaching, learning and assessment is good

Ongoing assessment is good. Staff identify children's starting points with parents and observe children's learning to help plan for their next steps and learning styles. They help the youngest children to quickly grasp communication methods, social and physical skills. For example, staff teach children how to annunciate the sounds that letters represent correctly, share toys and use tools, such as tongs, to manipulate dough. Staff plan opportunities for older children to develop mathematical and writing skills through play activities that they find fun. For example, children move toy insects through compost to find rocks with numbers painted on them, and recognise the numerals correctly. They make marks in the compost, such as writing the number four.

Personal development, behaviour and welfare are good

Staff complete thorough assessments of how to keep children safe, including making modifications to the garden to help improve children's safety. The pre-school is welcoming and well resourced inside and outdoors. Staff have developed the garden well, including installing a trim trail for children to develop their physical skills, such as balancing. The arrangements for when children start at the pre-school and move to school are very strong. This helps children to settle in quickly and feel confident about starting school. For example, staff arrange for children to meet staff from the school on several occasions before they start. Staff promote children's healthy lifestyles through good hygiene routines and encouraging children to eat a healthy and balanced diet.

Outcomes for children are good

All children make good progress and are learning the skills they need for the next stage in their learning, including their move on to school. They can operate computer tablets to play suitable games and create pictures using their own imaginations. Children are developing good literacy skills and can listen to and recall stories. Older children are learning about the world, including where conkers come from.

Setting details

Unique reference number	EY255969
Local authority	Cheshire West and Chester
Inspection number	1104059
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	19
Name of registered person	Mollington Pre-School Committee
Registered person unique reference number	RP521278
Date of previous inspection	7 October 2014
Telephone number	01244 853812

Mollington Pre-School registered in 2002 and is run by a voluntary management committee. The pre-school employs five members of staff. Of these, one holds an appropriate early years qualification at level 3, one holds a degree and one holds early years teacher status. The pre-school is open from Monday to Friday, from 9.05am to 12.05pm, during term time only. It receives funding to provide free early education for three- and four-year-old children.

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