

# Weaverham Little Bears Pre-School



Wallerescote Community School, Northwich Road, Weaverham, Northwich, Cheshire,  
CW8 3BD

## Inspection date

16 January 2018

Previous inspection date

17 November 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

- Children's behaviour is good and staff manage it positively. Children share toys with their peers and learn how to take turns. Staff are good role models to children. They show them it is fine not to succeed first time in their learning.
- Staff work well with external agencies to help quickly support those children who have special educational needs and/or disabilities. These children benefit from individual support to help them reach their individual targets.
- Teaching is strong. Staff's interactions with children are good. They make effective use of open-ended questions to help promote children's conversational skills.
- Staff effectively teach children about the community that they live in. Children talk about where they live and what sort of property they live in. They then build a model that represents where they live out of art materials.
- The arrangements for when children start school are strong. Staff and teachers from the host school work well together to help prepare children for their move on to school.

### It is not yet outstanding because:

- Monitoring of staff practice is not yet rigorous enough to raise the quality of teaching to an outstanding level, specifically to help to accelerate the progress of the less able children.
- Staff are not yet highly successful in gaining detailed information from parents about their children's abilities at home when children first start and throughout their time at the pre-school.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff's teaching to help raise the quality to an outstanding level and support the less able children to make even higher rates of progress in their learning and development
- devise even better ways to encourage parents to share more detailed information about their children's skills at home when they first start and throughout their time at the pre-school and use this information to fully inform assessments.

### 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 provider.
- The inspector held a meeting with the provider. He looked at relevant documentation of the suitability of staff working in the pre-school.
- The inspector viewed parents' 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 implements robust procedures to help keep children safe. For example, she maintains accurate records of children's attendance and ensures staffing is adequate. There is a strict mobile phone policy in place to help ensure staff do not have access to their personal phones when working with children. Child protection policies are well imbedded, understood by staff and used effectively to help promote the welfare of children. The provider's evaluation of the pre-school is accurate and includes the views of others. She acts on feedback from parents, staff and other professionals to help maintain the standard of practice at a good level. Monitoring of children's learning is good. The provider identifies training for staff and resources for the environment to help narrow the gap more rapidly in children's communication and language development.

### Quality of teaching, learning and assessment is good

Key persons know their children's learning needs well and plan for these effectively. The activities staff provide are interesting. They build on children's interests in a book and promote all areas of children's development. For example, children act out the story using visual props. They use tools, such as tweezers to pick up beans. Children measure how tall they are on a beanstalk that they have painted. They experiment with their voice to make different sounds, such as talking in a big deep voice like a giant. Staff teach children about the world, including how to care for living things. Children learn how to care for pre-school's pet giant African land snail. They spray it with water to keep it moist and feed it cucumber to eat.

### Personal development, behaviour and welfare are good

Staff give children's safety the utmost priority. They complete risk assessments to help minimise hazards. Staff also teach children how to manage potential dangers in the environment, such as helping them to learn how to use the climbing equipment outside safely. Children have a strong bond with staff and new children settle in quickly. Staff promote children's independence well. They ask children to complete small tasks, such as working together to help tidy away the toys. Also, at snack time, children independently pour their own drinks and serve their own food from the healthy options available. Since the last inspection, staff have enhanced their teaching of good hygiene routines and now help children to understand the importance of washing their hands.

### Outcomes for children are good

All children make good progress. The most able children make slightly better than expected progress. They have excellent concentration levels and can sustain their focus on an activity from beginning to end. Children's early writing skills are good. They are interested in making marks with different materials, such as paint and brushes. Children have vivid imaginations. They pretend to make cement using sand and water, to use to build a castle for a giant.

## Setting details

<b>Unique reference number</b>	305417
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1103497
<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>	22
<b>Name of registered person</b>	Karen Wilson
<b>Registered person unique reference number</b>	RP512840
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	01606 852148

Weaverham Little Bears Pre-School registered in 1993. The pre-school opens from Monday to Friday, from 8.40am to 2.50pm, during term time only. It receives funding to provide free early education for three- and four-year-old children. There are four members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The provider holds a relevant foundation degree.

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