

Oughtrington Pre School

Oughtrington Community Centre, Oughtrington Crescent, Lymm, Cheshire, WA13 9JD



Inspection date	13 February 2018
Previous inspection date	24 April 2015

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		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is good

- The highly motivated manager continually embraces new ideas and uses them to help drive improvement. She manages the quality of teaching and learning excellently. Governance is strong and she regularly reports to the pre-school committee.
- The manager uses her high-level qualification and deep understanding of how children learn to deliver excellent teaching. Astutely targeted training helps staff deliver expert teaching programmes which support the highest outcomes for children.
- Staff give the highest priority to helping children develop the skills they need to make a flying start in school. Partnership working with the local school is impressive. It makes a significant difference to children's emotional security in readiness for their future move.
- Staff establish strong bonds with children. They provide very sensitive support for children's emotional well-being. Children thrive in the setting. Their behaviour is very effectively promoted through a wide range of highly positive and enabling techniques.
- Strong relationships with parents help staff identify how best to support each child. Parents are provided with many ways to continue children's learning at home.

It is not yet outstanding because:

- Leaders have not established highly effective partnerships with the centre committee to enable them to achieve their plans to further improve the pre-school premises.
- There is scope to further enhance the already astute monitoring of the impact of teaching on children's progress to help to maintain outstanding outcomes for all children.

What the setting needs to do to improve further

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

- continue to take steps to implement the plans in place to help to further improve the areas of the premises used by the pre-school and have the highest possible regard for children's welfare
- enhance the analysis of data even further to help continually monitor that teaching is narrowing gaps in learning quickly and to help maintain the outstanding outcomes for all children.

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 of teaching with the manager and observed her giving feedback to a member of staff.
- The inspector held a meeting with the manager and spoke with three members of the pre-school committee. She looked at relevant documentation, such as children's records, the self-evaluation and evidence of the suitability of staff.
- The inspector spoke with children and a small number of parents during the inspection and took account of their views.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. High numbers of vigilant staff help to ensure that children are safe within the multi-use building. The manager confidently follows procedures and works closely with parents and other professionals to share relevant information. This helps staff to identify how best to monitor and support children who need it most. High priority is given to staff training which contributes to the delivery of highly effective teaching. The manager has significantly improved systems for staff coaching. For example, she films staff practice and uses the videos as a tool for reflection and improvement. Leaders have already identified ways that they can further improve the premises to help them demonstrate the highest possible regard to children's welfare.

Quality of teaching, learning and assessment is outstanding

Staff assess children precisely when they first start. They use highly targeted next steps which are extremely well matched to planned activities to help maximise every child's learning. Staff have high expectations for all the children. High priority is given to developing their communication skills, social skills and their interest in mathematics. Staff use their training and experience impressively. They plan exciting activities which help to consolidate children's previous learning and they challenge further. For example, following a recent visit from a police officer, staff provide play resources for children to undertake forensic investigations. Staff model how to use small brushes to reveal items hidden under sand. They encourage children to count the number of items they find and to name the sounds of hidden letters. They ask effective questions which help children to think hard, such as which is the biggest or smallest? Children identify which is medium.

Personal development, behaviour and welfare are good

The consistent, nurturing staff help children begin to form secure attachments right from the start. These strong relationships help children to feel safe so they can quickly begin to explore and learn independently. Staff establish seamless routines to maximise opportunities for learning. For example, children find their own name card to make a setting at the snack table, they pour their own drinks from a small jug and serve their own fruit. They wash and dry their own cup and plate afterwards without any reminders. Staff provide some excellent opportunities for children to experience school activities and support their readiness for school when the time comes. They help children practise how to change for physical education sessions and to sit still and listen during carpet times.

Outcomes for children are outstanding

All children achieve highly in relation to their starting points. They are keen to investigate and they collaborate to find out more. 'Let's see what happens?' they say. Children at risk of development delay, catch up well. Boys are highly motivated by exciting activities which interest them, particularly outdoors in the play area or orchard. Children develop a keen interest in number and early writing. They thrive in the pre-school and swiftly develop the skills and attitudes needed to become confident and capable learners in school.

Setting details

Unique reference number	315230
Local authority	Warrington
Inspection number	1090815
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	26
Number of children on roll	50
Name of registered person	Oughtrington Pre-School Committee
Registered person unique reference number	RP524005
Date of previous inspection	24 April 2015
Telephone number	01925 757155

Oughtrington Pre School registered in 1974 and is run by a committee. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds early years teacher status. The pre-school opens Monday to Friday term-time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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