

# Applebees Pre-School

Manor House Primary School, Langdale Way, Frodsham, WA6 7LE



## Inspection date

2 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider has extremely high expectations for her staff and the children attending. She has implemented rigorous processes to analyse the quality of the pre-school. Parents and children are actively encouraged to contribute their views.
- Children are exceptionally confident, happy and self-assured. Older children are confident communicators, who approach challenges with a positive can-do attitude. Staff use praise effectively to celebrate children's achievements. Children proudly wear their 'star badges' and are told specifically why they have received them that day.
- Staff work very hard to engage parents and involve them in children's learning. Parents receive information in several different ways about how to promote children's individual next steps, health and readiness for school. Parents praise the staff of the pre-school. They feel extremely well informed about their children's progress and development.
- The provider rigorously monitors the quality of teaching and the impact of practice. She makes excellent use of opportunities to provide staff with feedback that helps to enhance their knowledge and skills. Staff have carefully targeted training opportunities, for example, to build on their knowledge of behaviour management strategies.
- Leaders use additional funding effectively to support those children who require extra help. Children make excellent progress from their individual starting points and are exceptionally well prepared for the transition to school.

## What the setting needs to do to improve further

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

- continue to enhance the excellent opportunities available for children who prefer to learn outdoors.

### Inspection activities

- The inspector had a tour of the areas of the premises used by the pre-school.
- The inspector met with parents and reviewed their written feedback.
- The inspector spoke with staff and children at appropriate times. She observed activities in the indoor and outdoor areas.
- The inspector met with the provider. She discussed and reviewed relevant documentation, including the provider's self-evaluation form and evidence of staff suitability and qualifications.
- The inspector conducted a joint observation of an activity with the provider.

### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff demonstrate a very clear understanding of their responsibilities to record, monitor and report any concern about a child's welfare. The provider uses extremely robust recruitment and vetting practices to verify and monitor the ongoing suitability of staff. The provider's self-evaluation is highly accurate and used to inform demanding development plans. She intends to continue evaluating how the outdoor provision is being used to further enhance the excellent opportunities available for children who prefer to learn outdoors. The provider has developed highly effective monitoring systems to oversee the progress of all children. She makes excellent use of this information to promote children's progress and development in each area.

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

Staff respond to children's interests and comments with enthusiasm and curiosity. They ask children highly effective questions to help develop their ideas. Staff very successfully use children's interests to promote and extend their next steps. All children thoroughly enjoy their morning warm up. For example, they stretch and bend their arms, flexing and poking their fingers into play dough. Older children are extremely successful as they handle small pieces of chalk to form large letters and shapes on the ground. Some children can confidently spell out their own names and segment words as they spell them out loud. Staff provide very interesting experiments and challenges for children. For example, they help children explore how sound travels using cups and string. Children test out their own ideas and staff actively encourage them to follow their interests.

### Personal development, behaviour and welfare are outstanding

Children have an exceptionally good understanding of how to identify and manage risks. Staff appoint a safety monitor to help them conduct risk assessments. The safety monitor helps other children to understand what some of the risks are, for example, if the floor is slippery due to wet weather. Staff promote physical exercise and activity in innovative ways. For example, they encourage children to 'run like runner beans' or 'stretch like broad beans'. Children eagerly shout out the names of different beans and staff follow their commands. Children independently serve their snack. Staff give younger children plenty of time to practise new skills, such as pouring their own drink of milk. Staff make excellent use of opportunities to help children understand diversity and the wider world. For example, they extend discussions about holidays in different places.

### Outcomes for children are outstanding

All children are exceptionally well prepared for their next stages of learning and the move on to school. Children are curious and highly motivated to learn. They enjoy solving problems. Children carefully estimate how many children are standing in the line. They can identify who is first, who is last and correctly count the total amount of children. This supports their developing mathematical knowledge extremely well.

## Setting details

<b>Unique reference number</b>	EY499713
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1053016
<b>Type of provision</b>	Full-time 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>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Applebees Pre-School Ltd
<b>Registered person unique reference number</b>	RP906414
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07818271971

Applebees Pre-School registered in 2016. The pre-school employs six members of childcare staff, who all hold appropriate early years qualifications at level 3 and above. The provider and another member of staff hold early years teacher status. The pre-school opens from 9am until 11.30am and from 12.45pm until 3.15pm, Monday to Friday, term time only. They also offer a lunch club from 11.30am until 12.45pm. The pre-school provides funded early education for three- and four-year-old children.

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