

Old Hall Pre- School & Link Club



Westbrook Old Hall Primary School, The Community Room, Old Hall Road, Old Hall, Warrington, WA5 9QA

Inspection date	18 June 2018
Previous inspection date	20 March 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

- Leaders share a strong commitment to provide the best possible experiences for children. They work closely with staff, parents and children to review all aspects of the provision and plan ways to enhance the provision further.
- Partnerships with parents are strong. Parents speak positively about the quality of the service they receive, and about how staff share information on children's development regularly and provide many opportunities to support further learning at home.
- Children have a good understanding of their community. They relish the opportunities to visit the local area and share a sense of pride in their setting.
- Children are well prepared for their future learning. Staff provide a good level of support for children when they move on to school. Staff work with schools and other settings that children attend to share information to support children's smooth transitions.
- Children have many opportunities to help to develop early writing skills. For example, they confidently make marks in sand and foam using their fingers and use a wide range of mark-making tools.

It is not yet outstanding because:

- Occasionally, staff miss naturally occurring opportunities to support and extend children's emerging understanding of numbers and quantities.
- Occasionally, staff do not consider how children of different ages can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about numbers and quantities
- focus more precisely on how children of different ages can become more actively involved in their learning and help them to make even better progress.

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 held a meeting with the manager. She viewed relevant documentation, including evidence of the suitability of staff working in the setting and children's learning and development records.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.

Inspector

Ms Alison Hobbs

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff are kept up to date and uses supervisory meetings as an opportunity to monitor staff knowledge and skills. The manager and staff share a clear understanding about the procedures to follow should they have any concerns about a child's welfare. The manager is committed to developing the skills of the staff team. Staff benefit from regular monitoring of their practice. This includes peer observation and access to additional training to enhance their skills further. Robust procedures are in place to monitor children's attendance. This helps staff to identify children or families who may need additional support. The manager tracks the progress of individual children and the progress groups of children make. This helps staff to identify gaps in learning and plan targeted support for children and families.

Quality of teaching, learning and assessment is good

Staff gather a range of information about children's interests and what they can already do, when they first start at the setting. This helps staff to plan precisely for children's next stages in learning. Children are provided with a stimulating environment indoors and outdoors. Careful consideration and planning of resources and enhancements to the environment have supported children's independence and desire to learn. For example, children work together to create a new role-play area using a variety of props following their discussions and experiences of visiting a hair salon. Staff complete regular and precise observations of children's play to plan appropriate support.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff provide them with a positive role model. They provide regular praise and encouragement, sharing the achievements children make with their families. Children display good levels of engagement and they are confident and motivated to learn. Staff ensure they are always nearby to provide additional support and encouragement as they inspire children to explore new experiences. For example, children delight as they experiment with homemade mixtures in the mud kitchen. Staff provide skilful questions to extend their learning. Staff promote healthy lifestyles in many ways. For instance, children develop a good understanding of healthy choices as they are provided with guidelines for making packed lunches with their families at home. Children are encouraged to consider their safety and the safety of others. For example, as children build an impressive structure in the garden they are encouraged to consider how to reduce the risk to children nearby.

Outcomes for children are good

Children work comfortably within the expected range for development. Children are motivated and keen to learn. Children who have special educational needs and/or disabilities have detailed support plans in place. Children talk positively about the similarities and differences between themselves and others. They confidently use descriptive language as they talk about hairstyles as they engage in role-play situations.

Setting details

Unique reference number	315229
Local authority	Warrington
Inspection number	1087783
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	47
Name of registered person	Little Learners Committee
Registered person unique reference number	RP906813
Date of previous inspection	20 March 2014
Telephone number	01925 635 903

Old Hall Pre-School & Link Club registered in 1985. There are currently eight staff, seven of whom hold an early years qualification at level 3. The pre-school opens Monday to Friday, term time only. The link club opens Monday to Friday, all year round. The setting provides funded education for two-, three- and four-year-old children.

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