

# Saughall Pre-school

c/o Vernon Institute, Saughall, Chester CH1 6EN



<b>Inspection date</b>	8 November 2018
Previous inspection date	17 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Partnerships with parents are well established. Staff keep them fully informed about their children's learning and development. Parents are very complimentary about the pre-school. Staff invite parents to children's progress meetings and share ideas and activities to support further learning at home regularly.
- Children are well prepared for their move on to school. This is because of the very good transition arrangements and the strong relationships with the local schools and other settings that children attend.
- Staff create a warm and welcoming environment. Children are happy, confident and enjoy the time they spend at pre-school. They quickly settle into activities on arrival and make independent choices.
- Children's behaviour is very good. They are very patient with each other and are kind and caring. Staff are kind and caring and good role models for children. Staff very successfully encourage children to treat each other with the utmost respect. They give very clear messages to children about acceptable behaviour.

### It is not yet outstanding because:

- Sometimes, staff do not make the best of opportunities to help promote children's developing awareness of numbers and counting.
- The cohort tracking is not fully effective to monitor precisely any gaps and progress for the different groups of children who attend.

## 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 to promote children's understanding of mathematical concepts, such as quantity and numbers
- focus more precisely on cohort tracking so that it identifies any areas of learning that need to be addressed for specific groups of children.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took account of parents' views during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Alison Hobbs

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff complete regular risk assessments to ensure the pre-school is safe and security arrangements are robust. Staff encourage children to recognise hazards and help to keep the environment safe. For example, staff talk about safety as they check the garden and equipment with children before accessing the space. Leaders are passionate about providing the best experiences for children and their families. They are very responsive to views of parents and children and use these to target future improvements. For example, they have recently reviewed operating hours and introduced more opportunities for children to access the outdoor learning environment.

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

Overall, staff are good teachers and recognise children's interests well. They plan exciting activities to help teach children about festivals and cultures. For example, children delight as they create Diwali flowers and relish opportunities to dance to and enjoy Bhangra music. Staff help children to develop a real enjoyment of books. They read stories to them and use skilful questions to challenge children's thinking and learning. For example, staff ask children open-ended and thought-provoking questions which encourage children to think deeply. Children are keen to participate in activities led by staff, such as arts and crafts. Staff use these activities as additional opportunities for children to practise and embed skills, such as using scissors effectively.

### Personal development, behaviour and welfare are good

The key-person system is effective and enables children to form secure bonds with others. Staff are caring, approachable and alert to children's care needs. Staff work with parents to gather information about children's interests and what they can already do, when they start at the pre-school. This helps staff to provide children with a stimulating learning environment, inside and outdoors. Children settle into the pre-school very quickly. The staff have developed strong partnerships with the local community. For instance, children regularly visit local schools for planned joint activities. Children eat healthy and nutritious snacks provided by the pre-school. Staff use these times as an additional opportunity to help children to learn more about healthy lifestyles. Mealtimes are highly social occasions and leaders actively encourage parents to provide healthy packed lunches.

### Outcomes for children are good

Children are happy and confident. All children make good progress from their starting points. Children are motivated and eager to learn. They are curious about new people and keen to investigate new experiences. For instance, children delight as they explore paint using homemade brushes and tools. Children develop good physical skills. For instance, children relish opportunities to balance, jump over and hop in the garden space.

## Setting details

<b>Unique reference number</b>	305287
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10062165
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Saughall Pre-School Committee
<b>Registered person unique reference number</b>	RP524007
<b>Date of previous inspection</b>	17 November 2015
<b>Telephone number</b>	01244880954

Saughall Pre-school registered in 1976. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one holds an early years qualification at level 2. The pre-school opens Monday to Thursday, from 9am until 3.30pm and from 9am until 12.30pm on Friday, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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