

# Weston Pre-School Group

Weston CP School, Lamsbickle Lane, Weston, Runcorn, Cheshire WA7 4RA



<b>Inspection date</b>	14 November 2018
Previous inspection date	18 June 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
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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## Summary of key findings for parents

### The provision is good

- Staff are warm and welcoming. They provide an environment where children feel safe, secure and they are eager to learn.
- The management team continuously monitors staff performance and actively encourage staff to access development opportunities. Staff comment that they feel supported and valued.
- Staff promote good behaviour through praise and encouragement. Children explore the pre-school with confidence actively engaging in play, creating a culture of dedication to learning throughout the pre-school.
- Positive relationships with parents are embedded within the pre-school. Parents praise the friendly and approachable staff. Parents are encouraged to become active participants in their children's learning and development.
- Partnerships with professionals are effective. The setting works closely with the relevant agencies to ensure they effectively meet the individual needs of all children.

### It is not yet outstanding because:

- On occasions, staff do not always make the best use of the daily routine to maintain children's engagement in learning.
- Staff do not always plan effectively for all children, including for those who learn best outdoors to have continuous access to the outdoor environment.

## What the setting needs to do to improve further

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

- make better use of the daily routine to ensure that children receive maximum learning opportunities
- review planning to ensure all children, including those who prefer to learn best outdoors have continuous access to the indoor and outdoor environment

### Inspection activities

- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to parents and gathered their views on the provision.
- The inspector held meetings with the management team.
- The inspector reviewed relevant documents and checked staff qualifications and suitability checks.
- The inspector conducted a joint observation with the nursery manager and discussed findings.
- The inspector observed the quality of learning and teaching throughout the day.

### Inspector

Aisling Culshaw

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of the procedures they would follow if they have concerns regarding children's welfare. Safeguarding is regularly reviewed at meetings. This helps staff to maintain their good knowledge on how to keep children safe. The management team involves staff in evaluating the provision to make further improvements to the quality of the pre-school. Managers regularly undertake supervision and offer opportunities for all staff to enhance their skills. For example, in response to offering two year funded places, staff have attended training on how to meet the needs of two-year-old children. If gaps in learning or development are detected, leaders are proactive and enlist specialist support. For example, they work well with the speech and language team to enhance children's communication and language skills.

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

Staff facilitate learning well. All staff have a secure understanding of the early years foundation stage and know their key children well. For example, staff work with families who speak English as an additional language to identify key phrases of their home language to use in the provision. Staff use information from parents, alongside use of observations to accurately assess children's learning and development. Children develop independence in the forest school area where they use their imaginations to make the den into a rocket ship. Staff encourage children to talk about what they are doing as they explore. Children happily engage staff in their play and role model good practice. For example, children help each other as they jump from the tree trunks.

### Personal development, behaviour and welfare are good

The staff provide an ethos of positive role modelling where children happily approach staff for support and guidance. Good behaviour demonstrates that children feel secure in their surroundings. Staff are sensitive to children's needs and support their resilience through nurture and encouragement. British values are at the heart of the pre-school's spirit; children play together happily, and are consistently praised and encouraged by the staff team. Children are provided with opportunities to learn about the world in which they live in. For example, children enjoy visiting their local memorial to learn about the importance of Remembrance Sunday. Children show empathy for one another within their environment. For example, children confidently ask staff to reward their peers with stickers when they recognise positive behaviour. Children eat a nutritious lunch in the school hall where they interact with the school children.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those in receipt of funding are making good progress in their learning. Children develop independence and are exercising social skills by working together, exploring and problem solving. Close links with the adjoining school and support for the children and their parents underpin successful transition to Reception class. Children are well prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY364048
<b>Local authority</b>	Halton
<b>Inspection number</b>	10070337
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Robinson, Susan
<b>Registered person unique reference number</b>	RP907934
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01928 576328

Weston Pre-School Group first opened in 1991, and re-registered in 2007 following a change of ownership. It is privately owned and operates from designated rooms within Weston Primary School in Runcorn. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. It opens each weekday during term time from 9am until 3pm, excluding bank holidays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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