

Warren Preschool Ltd

Pre School Playgroup, 22 Warren Lane, Warrington WA1 4ES



Inspection date	28 November 2018
Previous inspection date	3 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The pre-school is led by experienced and well-qualified managers. They work effectively alongside staff and act as positive role-models. They reflect well on the quality of the setting and routinely seek the views of staff and parents when making improvements.
- Staff re-enforce children's good behaviour in a positive and age-appropriate way. For example, they sit with children and discuss the rules of the setting at the start of the session. Children demonstrate a good understanding of why certain behaviours are not acceptable. The atmosphere is calm and relaxed. Children behave well and show kindness and respect for each other.
- Children with medical care needs are well supported. Diligent staff work closely with parents and other professionals to share the information required. Robust plans are in place to help them to protect children and respond to their needs, if required.
- The quality of teaching is good overall. Staff make learning enjoyable for children. They plan a stimulating environment that provides rich opportunities to enhance each area of children's learning. For example, there is a strong focus on helping children to explore and learn about people and communities beyond their own experiences.
- Staff encourage children's understanding of good health. For instance, during snack time, staff discuss the effects that certain foods and drinks have on their bodies. Children comment that drinking milk makes their bones grow strong. Children engage in good hygiene routines at appropriate times.
- Sometimes, staff do not fully utilise spontaneous opportunities to challenge older children's understanding of numbers further.
- When children first start, staff do not gather enough precise and detailed information about children's development. This does not fully support staff to quickly and accurately assess children's learning from the outset.

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 opportunities as they arise to challenge children's understanding of numbers and help them to make even greater progress in this area of learning
- gather more detailed information from parents about children's learning and development when they first start and help to assess their development even more quickly and accurately.

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 observed planned activities and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Managers support staff practice well. For example, they observe staff interactions and staff receive regular feedback on their overall performance. Additionally, staff attend regular supervisory meetings with managers. Together they plan targets for personal improvements, including plans for professional development opportunities. Recruitment and vetting procedures are clear. New staff benefit from induction training and attend one-to-one coaching sessions with the manager. They gain knowledge through a number of topics, such as child protection policies and procedures. This has a positive impact, as all staff are confident in their roles and responsibilities to safeguard children. Safeguarding is effective. Access to the premises is monitored closely. Staff practise regular fire drills with children and children talk about what they must do if they hear the fire alarm bell. This helps to keep children safe. Once children have settled, managers work with staff to collate information about children's progress. They use their good systems to identify any emerging gaps in children's learning and focus on targeting these areas.

Quality of teaching, learning and assessment is good

Staff engage children in interesting activities, for example, using themes about Christmas. Children confidently choose from a range of materials, such as paint and glitter to create their unique decoration. They concentrate carefully as they thread string through a small hole and they talk with excitement about hanging the decoration on their tree. This helps children to express their creativity and provides them with the opportunity to develop their hand and finger muscles. Staff provide small-group activities where children explore, for instance, the different countries around the world. Children engage in discussions as they study a picture globe. Children are inquisitive and ask staff questions to enhance their knowledge further. Staff facilitate this well and talk to children about different countries and the types of things that they might see and do there. This builds on their good awareness of the world around them.

Personal development, behaviour and welfare are good

Children arrive with enthusiasm and they settle quickly. They form secure relationships with the caring staff. Children's growing independence is promoted in a range of ways and staff work with parents to provide consistency. For example, staff share video clips with parents to demonstrate how they teach children to put their coats on. Children benefit from a range of opportunities to support the development of their large muscles, balance and coordination. For example, staff closely supervise children outdoors as children jump on a mini trampoline and balance on stepping blocks.

Outcomes for children are good

Children make good progress during their time at the setting. They are motivated to join in, such as with group singing sessions and demonstrate good confidence throughout. Staff use clear language as they engage with children and children copy and learn new words quickly. Children demonstrate the skills required for starting school. For example, three- and four-year-old children read their names and some form recognisable letters.

Setting details

Unique reference number	EY481064
Local authority	Warrington
Inspection number	10066535
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 10
Total number of places	30
Number of children on roll	67
Name of registered person	Warren Preschool Limited
Registered person unique reference number	RP533928
Date of previous inspection	3 November 2015
Telephone number	07719184860

Warren Preschool Limited was re-registered in 2014. It employs 11 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 5 and three at level 3. The pre-school opens during term time only from Monday to Friday, 9am until 3pm, with the exception of Wednesday when they close at midday. The out-of-school provision operates from 7.30am until 9am and 3pm until 6pm, Monday to Friday, during term time and opens occasionally during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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