

Weston Point Pre-School

Castner Avenue, Weston Point, Runcorn, Cheshire WA7 4EQ



Inspection date	22 January 2019
Previous inspection date	3 December 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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 pre-school has a very dedicated and strong leadership and management team that shows a high level of commitment towards continuous improvement in all areas. Rigorous self-evaluation systems enable the management team to identify and target improvements extremely well.
- Staff and the management team display an inspirational commitment towards supporting all children to make excellent progress, regardless of their starting points. Staff respond effectively to individual children's learning needs, resulting in consistently high-quality teaching and superb interactions across the age range.
- Parents talk very highly about the pre-school and all staff. Superb partnerships with parents ensure that information about children's progress and development is shared frequently and parental contributions are valued.
- Children are highly engaged and motivated to learn. Staff use their knowledge and skills extremely well to equip children who have communication and language difficulties with an alternative means of communication, including through the use of pictures and signing.
- The management team supports staff development extremely well through highly effective systems of staff performance and appraisal. Regular training opportunities are provided and staff are highly motivated to continue to develop their knowledge and skills.
- Partnerships with other professionals are exemplary. Staff liaise with a wide range of outside agencies and the attached primary school, to support children's individual learning and development to a high level.

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 outdoor area to enable children who prefer to learn outdoors to explore an even wider range of stimulating experiences.

Inspection activities

- The inspector observed the quality of teaching and the support for all children's learning inside and outside. She carried out a joint observation with the manager to evaluate the quality of teaching and support for children's learning.
- The inspector spoke with staff about how they plan for each child's learning needs and how they monitor the progress children make. She also looked at electronic records and development folders.
- The inspector discussed the leadership and management of the pre-school with the manager and deputy to evaluate how well development areas are identified and improvements are made. A wide range of supporting documents were also viewed.
- The inspector talked to children and asked them what they enjoyed doing at the pre-school.
- The inspector talked to parents who were available and sought their views on the quality of the pre-school and how their children's learning and development are promoted.

Inspector

Wendy Dockerty

Inspection findings

Effectiveness of leadership and management is outstanding

Managers establish strong partnerships with parents, other agencies and professionals. Highly effective information-sharing enables staff to provide focused support to all children. Professional development is well promoted. Staff attend regular training that has a positive impact on children's care and learning. For example, training in using sign language helps staff to develop children's communication skills. Safeguarding is effective. Staff have a comprehensive understanding of child protection issues and are confident about the procedures to follow if they have any concerns. Leaders have identified that the outdoor area is not currently fully enhanced to further expand the progress of children who prefer to learn outdoors, and they are making plans to develop this area.

Quality of teaching, learning and assessment is outstanding

Staff make excellent use of their observations and discussions with children to identify children's interests and plan for their individual needs. All staff use signing alongside talking, to enhance children's communication. This particularly supports children who have speech and language difficulties. Communication is a key strength within the pre-school, and children benefit from a language-rich environment. Story time is particularly enjoyable as staff animatedly use voices for the characters and re-enact parts of familiar stories with children indoors and outside. For example, children searched for sticks in the woodland area and used these to build imaginary houses for the three little pigs from the story. Staff provided resources such as character masks to enable children to re-enact the story, and children excitedly described how they played the part of the wolf!

Personal development, behaviour and welfare are outstanding

Children's emotional well-being and self-esteem are nurtured effectively in the welcoming, highly inclusive environment. Photographs and symbols are used to enable children with communication difficulties to make choices in their play. Children are given many opportunities to develop their confidence. At snack time, they help to serve plates and cups to their friends and become confident to serve their own fruit using utensils. Staff are positive role models who engage with children and adults in a respectful way. They use gentle reminders to help children understand the necessary boundaries, and use effective strategies to support their understanding of sharing. Children are able to explain that when the sand timer runs out, it will be their turn in the sandpit. Health and hygiene are promoted effectively through consistent routines and discussion. Children enjoy regular physical activity as they move to music and explore the outdoor play area.

Outcomes for children are outstanding

Children make superb progress from their starting points and are extremely well prepared for school. Counting and number recognition are part of everyday activities. For example, staff engaged children in singing songs about shapes after noticing that their sandwiches were square. Children were highly motivated to develop their reading and counting skills as they followed a recipe to make modelling dough. Mark-making activities and high-quality daily letters and sounds sessions support children's developing literacy skills. Staff share activities with parents to support children's learning at home. Excellent links with the attached school make children's next step as smooth as possible.

Setting details

Unique reference number	303494
Local authority	Halton
Inspection number	10063149
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 11
Total number of places	26
Number of children on roll	36
Name of registered person	Weston Point Pre-School Playgroup Committee
Registered person unique reference number	RP527374
Date of previous inspection	3 December 2015
Telephone number	01928 561 339

Weston Point Pre-School registered in 1992. It opens from 8am to 3pm from Monday to Friday, term time only. The pre-school employs six members of staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, and three members of staff are qualified to level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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