

# Wheelock Pre-School

Hancock Hall, Wheelock Methodist Church, Crewe Road, Wheelock,  
SANDBACH, Cheshire CW11 3RT



<b>Inspection date</b>	5 February 2019
Previous inspection date	12 July 2016

<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

### This provision is good

- The manager and her staff provide a clean and stimulating environment. They make good use of the large hall space, offering opportunities for children to build on their physical skills.
- Partnership working is good. The highly skilled special educational needs coordinator is an excellent asset to the staff team. Secure links with external agencies ensure children with special educational needs and/or disabilities are fully supported and make good progress from their individual starting points.
- Staff embrace opportunities to develop children's awareness of the wider world and other cultures. For example, during topic work they explore the languages and traditions of other children in the pre-school.
- The long-serving staff team is praised by parents for its friendly and welcoming approach to children. Parents explain how well their children settle into the pre-school and commend the communication that they receive about their children's development.
- Children behave extremely well. Staff regularly praise children's positive behaviour, which helps to nurture their self-confidence and self-awareness.
- Staff are vigilant about the safety of children's play environment. They assess potential risks and take effective steps to minimise these.
- The manager does not consistently monitor and evaluate staff performance rigorously enough to raise their already good practice to the highest standard.
- At times, staff do not encourage children to develop their own ideas. On occasion, they give children solutions without giving them time to think and resolve problems for themselves.

## What the setting needs to do to improve further

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

- focus more sharply on supervision to clearly monitor and evaluate staff's performance, to raise the overall quality of their practice to the highest standard possible
- provide more opportunities to support children's thinking and problem-solving skills.

### 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 number of discussions with the manager. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all staff and committee members.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to some parents during the inspection and took their views into account.

### Inspector

Rachel Strutt

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the signs and symptoms of abuse and know the procedures to follow if they have a concern about a child. Staff are deployed well and supervise children with vigilance. Clear staffing arrangements ensure that staff-to-child ratios are maintained at all times. The committed and well-qualified staff team closely tracks children's progress. Staff regularly hold meetings and use this information from tracking to narrow the gaps in children's learning. A range of robust policies and procedures are in place, which promotes the health and safety of children.

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

Children enjoy coming to pre-school and show excitement at the varied range of activities available. Staff know children well. They use observation and assessment to identify what children need to learn next and plan for individual children accordingly. Children benefit from the different experiences offered. For example, staff provide an interactive music session which encourages children to join in with action rhymes and promotes interest in the sounds that different instruments produce. Children's communication and language skills are promoted effectively, through the use of books and the modelling of language. They follow instructions from staff confidently and concentrate well during large-group activities. Children who speak English as an additional language are supported extremely well. Staff work closely with parents in developing strategies to help children with their understanding of the English language. Staff introduce exciting new topics and use good teaching techniques to build on children's knowledge, which complements children's learning. For example, staff bring sheets of ice into the classroom for children to explore while they learn about Antarctica. Children competently use the computer independently. They use the keyboard to spell out their names and access a variety of interactive programs.

### Personal development, behaviour and welfare are good

Children show great affection and close attachments to their key person. Children display high levels of confidence and self-esteem as they freely move around the pre-school environment. Staff monitor children's well-being and respond quickly if a child needs extra support. Children show high levels of motivation and involvement in activities. For instance, they spent a long time engaged in a creative activity making dragons for Chinese New Year. Staff complete detailed care plans and follow risk assessment procedures to ensure that children's individual needs, such as allergies, are managed effectively.

### Outcomes for children are good

All children make good progress in relation to their starting points, including those in receipt of additional funding. Children are independent and have good social skills, which prepares them well for their eventual move to school. They are enthusiastic learners who communicate well with staff and their peers.

## Setting details

<b>Unique reference number</b>	305427
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10072805
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Wheelock Pre-School Committee
<b>Registered person unique reference number</b>	RP524912
<b>Date of previous inspection</b>	12 July 2016
<b>Telephone number</b>	01270 753 763

Wheelock Pre-School registered in 1987 and is managed by a not-for-profit incorporated voluntary association. The pre-school employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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