

Cupcakes Pre-School

The Hawthorn Centre, Orange Grove, WARRINGTON WA2 0DS



Inspection date	12 February 2019
Previous inspection date	16 March 2016

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 managers and their staff provide a very welcoming and stimulating environment. The warm and friendly staff create a relaxed atmosphere where every child is valued and supported effectively.
- Staff make accurate observations of children's learning and development. They use this information to plan purposeful next steps that reflect children's individual needs and interests. This helps to engage children effectively and motivates them to learn.
- Children are very content and settled in the pre-school. The key-person system is highly effective and this helps to ensure that children's emotional well-being is successfully supported.
- Staff foster good partnerships with parents. Parents engage with their child's key person on a daily basis, sharing information about their ongoing learning and achievements at home. Information provided to parents helps them to understand how their children are doing in relation to their age and how to help them progress further. Parents are very complimentary about the pre-school and speak highly of the staff team.
- Children's individual progress is tracked very effectively. However, the managers have not yet tracked the progress that different groups of children make.
- Occasionally, staff miss opportunities to challenge children and promote independence in their learning.

What the setting needs to do to improve further

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

- develop the analysis of children's progress to include a focus on different groups of children
- support staff to develop their teaching skills further, so that they continually look to offer challenge and promote opportunities to maximise children's independent learning.

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 completed a joint observation with one of the pre-school's managers.
- The inspector held a meeting with one of the pre-school's managers. She looked at relevant documentation, such as the development plans and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the signs of symptoms of abuse and how to respond to any concerns about the welfare of a child in their care. They are supported by dedicated and passionate managers who carry out supervision meetings with them to ensure that they fulfil their job role and responsibilities. Staff observe each other's practice, share ideas and attend additional training. This helps them build on their knowledge and skills to deliver high-quality learning for children and helps to improve outcomes for children. Additionally, the managers routinely check the quality of the paperwork that staff complete, including children's learning journeys. They provide relevant guidance and coaching to support them further in their practice, which staff appreciate. The managers and the team have a clear vision for further improvements. They engage in continuous reflective practice and value the opinions of staff, children and parents.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Well-qualified staff assist children in their learning and plan a range of interesting activities for them to enjoy. Children are articulate, active learners. Staff support children to become confident communicators. They ask questions about what children are doing, use descriptive language and extend sentences. Children's emerging mathematical understanding is supported well. Staff encourage children to count as they build with blocks. In the garden area, children use tape measures as they measure objects and each other. Staff encourage them to recognise numbers and calculate who is taller and what is bigger. Children develop their creative skills well. They enjoy using paint and pens to make a hot air balloon and master the use of scissors as they cut pipe cleaners in half.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are clear about their expectations and talk with children about the rules and how to manage their feelings. Children cooperate, take turns and invite each other into their play. This helps to develop their social skills and prepares them well in readiness for school. Children begin to understand about the daily routine as staff utilise pictures to help them be aware of what is happening next. Children follow good hygiene procedures and have daily opportunities for exercise and fresh air, which helps to promote their good health and physical development. Staff nurture children's self-care skills, supporting older children to serve themselves at snack time and younger children to feed themselves. Children show increasing confidence as they button up their coats and attempt to pull zips.

Outcomes for children are good

All children make good progress in their learning, including those in receipt of additional funding. They are acquiring the attributes and skills needed in readiness for school. Children show good social skills when playing with others. They learn to listen to one another and work collaboratively on their chosen tasks. Children acquire skills in literacy. They register themselves on arrival and make marks for a purpose, including writing their names.

Setting details

Unique reference number	EY478010
Local authority	Warrington
Inspection number	10076001
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Cupcakes Pre-school Limited
Registered person unique reference number	RP900883
Date of previous inspection	16 March 2016
Telephone number	07904937967

Cupcakes Pre-School registered in 2014. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday, midday until 3pm and 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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