

Wolverham and Stanney Pre-School

The Oaks Primary School, Rochester Drive, ELLESMERE PORT CH65 9EX



Inspection date	13 March 2019
Previous inspection date	6 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Managers are highly motivated leaders who aspire to achieving the very best provision for children and their families.
- Staff develop very good relationships with parents. They share a wide range of information with them to provide a consistent and highly responsive approach to supporting children's ongoing development and individual needs.
- Children benefit from predictable routines and clear boundaries. They quickly develop good relationships with their peers and with staff. They respond well to instructions and follow simple rules, such as sharing and taking turns.
- Managers encourage the very best accessibility to the provision for all families by providing transportation for children to and from their homes.
- Children are given time and space to develop their own play and pursue their interests.
- Some children become distracted and are not always fully engaged during large group times.
- The quality of teaching is consistently good. However, new staff have not yet fully benefited from precisely targeted coaching and training to raise their teaching skills to the highest level.

What the setting needs to do to improve further

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

- support staff to consider how children of different ages and abilities can be fully involved, when they are taking part in planned, large group activities
- build on the existing good performance management and coaching arrangements for new staff, to precisely identify training needs and help raise the quality of teaching even further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the registered person.
- The inspector held a meeting with representatives from the management team. She looked at relevant documentation and evidence of the suitability of staff working in the provision.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Dianne Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have attended training to ensure that they have a secure understanding of the signs and symptoms of child abuse and of wider safeguarding issues. They know what action to take if they have concerns about a staff member or the welfare of a child. They work proactively with other professionals to safeguard children and meet children's needs. Staff are vigilant and ensure that children remain safe and are well supervised. Robust recruitment, induction and supervision processes are followed to confirm that staff are suitable to carry out their role and that they understand their responsibilities. The management team regularly review policies and procedures to ensure the safe management of the provision.

Quality of teaching, learning and assessment is good

The senior staff member diligently monitors the progress that both individual and groups of children make. The information is used to promptly identify and address any gaps in children's learning and development. This ensures that children make at least good progress from their starting points. Children benefit from the enabling environment and enjoy a wide range of activities that reflect their interests. They develop their creativity as they paint and print using brushes and cotton reels. Staff give children time to talk and think. They help them to develop their speaking skills as they talk about things that children are interested in. Staff provide simple instructions to encourage children's understanding. They praise children's efforts and achievements to motivate children to contribute to tasks and activities. Children benefit from some playful and enthusiastic teaching from experienced staff. Children relish story time in the cosy book area and enthusiastically make sounds using musical instruments.

Personal development, behaviour and welfare are good

Staff create a learning environment that reflects the diversity of children attending. Meaningful activities foster children's feelings of self-worth and encourage an understanding and respect for others. For example, children enjoyed a party, where they shared the foods and traditional clothes of their cultures. Children benefit from regular fresh air and exercise. In the outdoor areas, they dig, run, climb and scoot to develop their small and large muscles, increasing their physical abilities. Staff work well together, are good role models for children and encourage positive behaviour. Children's good health is promoted through effective care routines for nappy changing and toileting. They sing a handwashing song and recognise that they wash their hands before snack time to remove germs. Lunchtime is a social occasion where children happily talk about the different foods in their lunch boxes.

Outcomes for children are good

Children make marks on a board and learn that the marks carry meaning. They count the bricks and develop the language of mathematics as they talk about the towers that they build as being tall or small. Children are developing independence. They ably pour their own drinks, serve the plates and cups for snack time and tidy away the activities at the end of the free-play session. They are prepared well for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY401193
Local authority	Cheshire West and Chester
Inspection number	10098984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	47
Name of registered person	Gillian Houghton & Wendy Stockton Partnership
Registered person unique reference number	RP908978
Date of previous inspection	6 November 2014
Telephone number	0151 338 2111

Wolverham and Stanney Pre-School registered in 2010. The pre-school opens Monday to Friday from 8.30am until 3pm, during term time only. The pre-school employs seven members of childcare staff. Of these, five hold recognised qualifications at level 3 or above. The pre-school provides funded education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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