

The Oval Pre-School

Wallasey Cricket Club, The Oval, WALLASEY, Merseyside CH45 6UX



Inspection date	24 April 2019
Previous inspection date	8 February 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 dedicated manager and her supportive staff work well together to evaluate all areas of the provision. They value the opinions of others, including parents, to inform decisions and enhance the provision further. For example, they have recently developed the outdoor area to enhance learning opportunities for children who prefer to be outside.
- Parents speak positively about staff. They state that staff keep them fully informed of children's progress. They appreciate the ideas to support children's learning at home. For example, they describe helping children to practise counting and recognising numbers. Staff develop strong partnerships with parents.
- Staff use their observations and knowledge of children to make accurate assessments of their development. They use the information gathered to plan effective next steps to help them to build on their existing skills. As a result, all children make good progress.
- Staff support children's emotional well-being well. They provide a warm, homely atmosphere. Children skip into the room happily when they arrive. Staff listen with genuine interest as children eagerly share their news.
- There is a sharp focus on helping children to develop their mathematical skills. For instance, younger children talk about size and shape as they set up a train track. They use tools to make numbers as they enjoy manipulating play dough. Older children count confidently at circle time. They begin to use larger numbers as they discuss the date and accurately predict which number comes next.
- Staff do not plan specifically enough for children to learn how to use technology purposefully.
- The manager does not provide regular coaching and feedback as part of monitoring staff performance, to enhance their teaching skills further.

What the setting needs to do to improve further

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

- have a sharper focus on supporting children to develop their understanding of selecting and using technology for a particular purpose
- build on the arrangements for monitoring and coaching individual staff to enhance the overall quality of their practice.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and children's interests.
- The inspector had a tour of the setting. She looked at the range of resources available for children's use.
- The inspector spoke to a small sample of parents and took their views into account.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to keep children safe. They confidently describe the procedures to follow if they have concerns. Staff help children to learn how to keep themselves safe. For example, they teach them to hold onto the side as they walk down the stairs. The manager uses supervision meetings to identify and support the continuing professional development of staff. For example, following recent training, staff have strengthened their understanding of how to support children who are at risk of falling behind in language development. Staff closely monitor children's progress. They work effectively with health visitors to assess children's development at age two. This helps to promptly identify children who may require additional support.

Quality of teaching, learning and assessment is good

Overall, experienced staff provide a range of well-planned activities to help promote children's learning in all areas. As children enjoy exploring play dough, staff use words such as 'squeeze' and 'roll' to describe what they are doing. Children are fascinated as they roll the dough flat, commenting, that 'it looks like a pizza'. Staff whisper children's names as they greet them at circle time. They encourage children to focus and develop their listening skills. Staff help children to learn that things change over time, such as discussing the sun drying up water outside. Children have good opportunities to develop their hand-to-eye coordination. For instance, they enjoy threading activities indoors. They giggle as they practise catching balls outdoors. Visitors, such as local zoo keepers, visit the pre-school to talk to children about their job. They discuss how Asian elephants differ from African ones. This helps children to gain an understanding of difference.

Personal development, behaviour and welfare are good

Staff help children to adopt a healthy lifestyle. For example, they explain to children the importance of covering their mouths when they cough. Staff offer frequent praise. This helps children to gain confidence and persevere. This is illustrated when they show delight as they walk along a balancing wall unaided. Staff have clear rules which they consistently reinforce. As a result, children behave well and are kind to each other. Staff help children to develop an understanding of empathy. For example, they discuss how it feels to be left out of children's play. Children show good levels of independence as they put on dressing-up costumes. They prepare their own healthy snacks. Staff provide opportunities for children to learn about the world beyond their own. For instance, they look at pictures of buildings from other countries. They explore celebrations from different cultures, such as Chinese New Year.

Outcomes for children are good

Children develop the skills they need to prepare them for future learning. They are confident and motivated. They proudly show visitors their name cards as they post them in the box. Younger children enjoy mark-making activities and singing nursery rhymes. Older children practise writing their name. They are beginning to recognise and write numbers. Older children talk knowledgeably about letters and the sounds that represent them.

Setting details

Unique reference number	306446
Local authority	Wirral
Inspection number	10066950
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	25
Number of children on roll	30
Name of registered person	Williams, Heather Joy
Registered person unique reference number	RP514017
Date of previous inspection	8 February 2016
Telephone number	01516300433

The Oval Pre-School registered in 1996 and is located in Wallasey, Merseyside. The pre-school employs four members of staff, three of whom hold appropriate early years qualifications at level 3. It opens on Monday to Wednesday from 8.45am to 3pm and on Thursday and Friday from 8.45am to 11.45am, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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