

Middlewich Community Pre-School

Middlewich Community Centre, St Anns Walk, Middlewich, Cheshire CW10
9BX



Inspection date	6 June 2019
Previous inspection date	15 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children show that they feel secure and happy at the pre-school. This is demonstrated when they rush to greet the welcoming practitioners. Children settle quickly to self-chosen activities that engage their attention and help to promote their thinking.
- Practitioners demonstrate an excellent understanding of how children learn. They patiently teach children the skills they need to use tools and equipment, then introduce interesting opportunities for children to practise and master the skills. This is a particular strength of the provision.
- Parents feel well informed about children's progress and activities. They say that the caring practitioners help children to become confident. Parents particularly like the snack-time routine. They report that adults and children sit companionably together to talk and eat. This helps to promote children's conversation and social skills.
- Practitioners make accurate assessments of children's learning. They share information about children's progress with other professionals effectively, for instance, when children start school. This helps to promote continuity in children's learning.
- The manager makes regular observations of teaching. However, she does not focus specifically enough on what individual practitioners need to do to improve and why.
- Children of all ages enjoy listening to stories. Pre-school children learn that written words carry meaning. However, practitioners sometimes do not plan early reading activities meticulously enough to challenge children 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:

- focus more sharply on helping individual practitioners to develop an expert knowledge of teaching and learning
- sharpen the teaching of early reading so that every child is challenged to the highest level and makes rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector had a tour of the premises with the pre-school manager. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

The manager and practitioners have worked hard to improve the provision since the last inspection. For example, they devised a system for ensuring that progress checks for children aged between two and three years are completed. Safeguarding is effective. The manager and practitioners attend training that refreshes and extends their knowledge and understanding of child protection matters. They know what they must do if they have concerns that a child may be at risk of harm. Practitioners take effective steps to minimise hazards to children's safety. This is demonstrated when they carefully check the indoor and outdoor spaces at the multi-use premises before children arrive.

Quality of teaching, learning and assessment is good

Children encounter new and familiar activities when they explore the inviting provision. Practitioners know what children are ready to learn next and this helps them to differentiate their teaching. For example, children eagerly help to launch a balloon-powered rocket along a length of string. Pre-school children learn that using different types of string affects the velocity of the rocket. Younger children watch and participate with delight and fascination. They begin to understand words about size when the balloon grows bigger then smaller. Practitioners help to promote children's early language. They teach children interesting new words, such as the names of the planets in the solar system.

Personal development, behaviour and welfare are good

Practitioners implement policies and procedures that help to promote children's welfare. They are kind and caring role models. They establish consistent rules for behaviour and teach them effectively. For example, children express frustration about waiting their turn to launch the rocket. Practitioners firmly remind them about the turn-taking rule and then praise children for waiting. This helps children to develop self-control and they learn to respect other people. Parents and practitioners work in partnership effectively to help children learn to use the potty or toilet. This helps children to become independent in their personal hygiene. Children learn to make choices that contribute to their good health. This is demonstrated when they play a game that teaches them about brushing the top, front and back of their teeth.

Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. They count and use numbers. For instance, pre-school children find out exactly how many more pieces they need to finish the puzzle. Children become independent. For example, they ably spread butter on their crackers at snack time. They put their plate in the washing-up bowl and throw leftover food in the bin. Children find out about their community. For example, they look at photographs of buildings that are near to the pre-school and talk about them. Children learn to recognise their written names. For instance, they find their name card and hang it up when they arrive.

Setting details

Unique reference number	EY541123
Local authority	Cheshire East
Inspection number	10093539
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Johnson, Elaine
Registered person unique reference number	RP909813
Date of previous inspection	15 January 2019
Telephone number	07947 808282

Middlewich Community Pre-school registered in 2016. The pre-school employs three members of childcare staff. Of these, two hold qualifications at level 3 and one holds a qualification at level 5. Sessions on Monday, Tuesday, Wednesday and Friday are from 9am until 3pm. The session on Thursday is from 9am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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