

Inspection of St Chad's Pre-School

St Chad's Pre-School, c/o St Chad's Primary School, Gladstone Street, Winsford,
Cheshire CW7 4AT

Inspection date: 13 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children at the pre-school feel safe. They form secure attachments with staff and their peers. Children play well with their friends, sharing and taking turns with equipment. Staff encourage children to respect each other and to celebrate their similarities and differences. They are helping children to become independent learners and to make decisions to lead their own learning. Staff introduce new vocabulary to the children. However, on occasions, they do not encourage children to use the newly learned vocabulary in their play. Staff plan a range of exciting and imaginative activities based on children's interests. They think carefully about how they can build on what children already know. For example, they use children's interest in dinosaurs to create their own 'dinosaur swamp'. Younger children squeal with excitement as they search for 'bones' in the outdoor area. They work as a team to construct a large model of a dinosaur out of twigs and branches. Leaders include the views of staff, parents and children in their self-evaluation. Changes to the indoor environment ensure that children's imaginations are promoted during their play. Children have ample opportunities to learn outside and be physically active due to an extended covered area and new equipment outdoors.

What does the early years setting do well and what does it need to do better?

- Leaders adopt a carefully planned curriculum that fully promotes outdoor learning. Children benefit from meaningful learning experiences that are planned according to their interests. Staff track the development of all children. This ensures that they can plan effectively for their next steps. Leaders use staff supervision to set targets and develop staff practice. Staff are encouraged to build on their professional development by attending in-house training, accessing online training and by obtaining further qualifications.
- Mathematical skills are actively promoted. Children successfully jump their dinosaurs onto numbered logs a specific amount of times to match the number. They enjoy counting how many children there are during circle time and represent the number using their fingers.
- Staff have high expectations for children's behaviour and conduct. They have embedded rules of the pre-school and children play well together, sharing resources and toys. Children work as a team as they build a train track and enjoy filling and emptying different-sized containers in the sandpit.
- Leaders are passionate about improving outcomes for all children, including those with special educational needs and/or disabilities. Effective partnerships with a range of professionals are continually improving staff's knowledge of how to support children and ensure their needs are being met.
- The well-established key-person system ensures children are happy and settled. Staff have robust settling-in procedures and they work closely with parents to ensure their wishes are followed. Parents are grateful for the care their children

receive and they praise the pre-school for promoting physical development and working hard to accommodate children's needs. Although staff at the pre-school have forged good links with parents, they do not always support them to extend children's learning at home.

- Children learn to respect each other and celebrate what makes them unique. They benefit from ample opportunities to learn about the world around them. Children develop a sense of responsibility as they learn how to care for the ducks and chickens at the pre-school.
- Robust hygiene procedures are in place and children independently wash their hands and explain why they need to do so. Children develop a positive attitude to leading a healthy lifestyle and enjoy communicating which foods are nutritious during a 'healthy plates' activity. They self-serve healthy food, pour their own drinks and carry their plates and cups to the snack table by themselves.
- Children make good progress from their starting points. They are working at a level typical for their age and acquire the key skills needed for the next stage in their development and eventual move to school. Although the majority of activities are well planned, there are occasions during group times and general play where children are not encouraged enough to develop their understanding of newly learned vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. The manager ensures staff keep their knowledge up to date through attending training courses, accessing online training and holding staff meetings. When appointing new staff, the manager follows thorough recruitment processes. This ensures staff are suitable and have the necessary skills to fulfil their roles in the pre-school.

What does the setting need to do to improve?

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

- support parents more effectively to help them to continue their children's learning at home
- provide more opportunities to develop children's understanding of newly learned vocabulary.

Setting details

Unique reference number	EY315135
Local authority	Cheshire West and Chester
Inspection number	10062174
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	2 to 4
Total number of places	25
Number of children on roll	27
Name of registered person	St Chads Community Enterprises
Registered person unique reference number	RP525872
Telephone number	07523 057060
Date of previous inspection	6 July 2015

Information about this early years setting

St Chads Pre-School registered in 2005. The pre-school employs eight members of childcare staff. Of these, five hold early years qualifications from level 3 to level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities, inside and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A joint observation was completed with the inspector and 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 staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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