

Inspection of Atherton Pre-School Day Care Limited

Hag Fold, Dorset Road, Atherton, MANCHESTER M46 9PT

Inspection date: 1 October 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely well cared for in a safe, secure and welcoming environment where staff know them well and respect their individuality. Children are involved in a broad range of activities and experiences, both inside and outdoors. They benefit from easy access to a wide range of high-quality resources that are attractively presented in the learning areas. This helps to stimulate children's interest and promote the development of their skills. Children throughout the pre-school are happy, settled and confident. They enjoy the time they spend at pre-school, making good relationships with staff and each other. The key-person system contributes successfully to children's sense of belonging. Language and communication skills are strongly promoted throughout all aspects of pre-school life. Many children are confident communicators and clearly express their thoughts and ideas. Staff have high expectations of children and praise them for their efforts and achievements, which encourages children to persist in their chosen tasks. Children behave exceptionally well and understand what is expected of them. Staff demonstrate a strong commitment to working with parents, carers and connected professionals involved in children's lives. Consequently, children's individual needs are well met and they are settled in the pre-school.

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

- Staff implement effective systems for observing and assessing children's ongoing progress, including clear identification of the next steps in each child's learning. For example, individual children are provided with specific tailored support to develop their confidence in playing with others or to build on their communication and language skills in small-group activities.
- Staff have a good understanding of how children learn. They deliver a rich and varied range of activities and experiences that enthuse and ignite children's passion for learning. Staff introduce number names as children play. However, they do not routinely challenge children's understanding of more complex mathematical problems, such as calculation and quantity.
- Children thoroughly enjoy listening to stories. They seek out staff to share their favourite books, who encourage them to talk about what they see in the pictures. Staff read the story of the 'three little pigs' with great enthusiasm. They introduce puppets and props for children to use and encourage them to recite familiar words and phrases. These activities nurture children's early love of literacy.
- Young children enjoy a varied range of sensory activities. They use tools to manipulate dough and experiment with paint. Children enjoy exploring the texture of sand and are supported to fill and empty containers. Staff model how to make sandcastles and children squeal with delight as they turn the buckets over and see the castles they have created.

- Children have plentiful opportunities to develop their large-muscle skills and engage in energetic play. Older children skilfully operate wheeled toys, navigating the space available. They enjoy playing with ribbons in the wind as they jump, hop and skip while swirling the ribbons around their bodies. Young children excitedly chase bubbles and try to catch them before they pop or blow away.
- Children are developing self-care skills and independence as they put on their own coats and boots for outdoor play. Children are beginning to understand about the importance of leading a healthy lifestyle. However, although staff talk to children during mealtimes, they do not consistently have discussions with them about what they are eating and the positive impact that making healthy food choices has on their bodies.
- Members of the management team are organised and methodical, with a professional approach to their work. They robustly monitor the progress children make. Children with special educational needs and/or disabilities are supported effectively through successful collaboration with a wide range of professionals. This helps to secure any additional support that children may require in a swift and timely manner.
- Staff are very well supported through good-quality supervision meetings and observations of their practice. They attend a wealth of training to help further develop their knowledge and skills and are encouraged to be reflective and provide feedback to each other, to further strengthen their teaching methods.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a robust understanding of the procedures to follow should they have concerns about a child's welfare. They have attended training to support them in recognising the possible signs and symptoms of abuse, and confidently describe the action they would take if they had concerns regarding a colleague's practice. Staff implement effective risk assessments that help to ensure children can play in a safe and secure environment. Appropriate security systems are in place that include the signing in of any visitors and coded access to playrooms.

What does the setting need to do to improve?

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

- support staff to develop their teaching skills so that they maximise opportunities to strengthen and challenge children's understanding of mathematical concepts
- encourage children to have a better understanding of the importance of making healthy food choices and the effect foods have on their bodies, as part of following a healthy lifestyle.

Setting details

Unique reference number	EY448674
Local authority	Wigan
Inspection number	10109833
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	52
Number of children on roll	46
Name of registered person	Atherton Pre-School Day Care Ltd
Registered person unique reference number	RP527379
Telephone number	01942883957 or 01942884184
Date of previous inspection	7 February 2013

Information about this early years setting

Atherton Pre-School Day Care Limited registered in 2012. It is run by a voluntary management committee. The setting operates from Dorset Road Community Centre in Atherton, Wigan. It is open Monday to Friday during term time only. Sessions are from 9am to midday and from midday to 3pm. The setting also accepts children from 8.30am and can care for children until 3.30pm. It employs 11 childcare staff, nine of whom hold early years qualifications at level 3 or above.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents and children 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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