

Inspection of Worth Pre-School Ltd

Birch Road, Poynton, Cheshire SK12 1QA

Inspection date: 22 October 2019

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The management team does not ensure that the safeguarding policies and procedures are implemented effectively, particularly in relation to the use of photographs and technology. This leaves children vulnerable. While devices such as personal mobile phones are stored securely away from children, another device with similar capabilities is freely accessed by all staff. They use this device throughout the day in the presence of children. Members of the management team do not have the knowledge to understand the capabilities of this device. Therefore, they are unable to identify and manage the risks it poses effectively, to help protect children from possible harm.

Staff do not implement robust hygiene practice to help prevent the spread of infection. For example, they do not teach children to wash their hands after blowing their nose or 'catching' their coughs. This gap in hygiene practice also means that children are not always learning the links between some good hygiene practices and good health.

Relationships between staff and children are warm, supportive and genuine. Staff know their key children very well and plan individualised, suitably challenging activities to aide their progression. The quality of teaching is mostly good and, as a result, children are curious, eager learners who demonstrate impressive focus. For example, children are delighted to share their feelings and news during morning circle time. They wait patiently for their turn, respectfully listen to their peers and offer helpful opinions and commentary.

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

- Members of the management team have failed to identify gaps in their own knowledge, specifically regarding technology. As a result, they have been unable to effectively risk assess a device used by staff and implement an effective safeguarding procedure. Staff and the management team use this device to take pictures of children and play music. However, the device also has full, unfiltered internet access and is not protected by a password, or robustly monitored, which leaves children vulnerable.
- Children behave very well. They are kind and caring as they invite visitors to join in with group activities, so they do not 'feel left out'. Children demonstrate an eager approach to learning through their impressive focus and engagement with both planned and spontaneous activities.
- Children's early literacy skills are mostly well promoted. In the main, staff provide high-quality support and teaching which is differentiated to meet the individual needs of children. For example, younger children begin to recognise their names, while older children confidently sound out the letters within their

names. Older children further support their younger peers by pointing out sounds within their names too. While children show a keen interest in the sounds that letters make, very occasionally, staff do not teach this aspect of literacy in the best possible way.

- Staff encourage children to be independent. Children enjoy selecting and pouring their own art supplies, such as glue and paints. They delight in taking on small roles, for example that of 'tidy up monitor', which supports children's behaviour as they automatically pause their own play to tidy up accidental messes, such as knocked over jigsaw boxes. These positive behavioural attitudes support children to be independent learners in school.
- Staff do not always role model good hygiene practice. For example, they do not always clean toys that have been coughed on or wash their own hands after helping children with hygiene needs. They teach children to 'catch' their coughs and wipe their noses, but do not encourage them to wash their hands after. This means children do not learn some links between self-care practice and good health.
- Members of the management team use additional funding thoughtfully to promote attendance and support children's individual needs. Furthermore, they support staff to plan targeted activities to diminish any identified gaps in children's learning. This means that all children, including the most disadvantaged children and those with special educational needs and/or disabilities, make good progress from their starting points.
- Children begin to take calculated risks in their play. For example, they climb ladders outdoors and use binoculars to look for birds in the nearby trees. Children check the area for dangers, hold on tight while they move higher and understand that they need an adult to hold the ladder steady. This helps to support children's physical development and promotes their critical thinking skills.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding policies are not implemented effectively and consistently, leaving children vulnerable. The management team has failed to identify some safeguarding risks within the setting, which compromises children's safety and well-being. Staff and management regularly use a device which has unfiltered internet and camera functions while caring for children, without recognising the possible risks of harm. Staff can confidently identify signs and symptoms which may indicate a child is being abused. They understand the steps to take should they have concerns for the welfare of a child or an allegation against another member of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the safeguarding policies and procedures for the use of digital technology, cameras and internet access within the setting are understood and implemented by managers and staff	27/10/2019
ensure managers and staff understand, identify and manage the risks associated with the use of digital technology, cameras and the internet within the setting	27/10/2019
ensure staff implement effective hand hygiene procedures to help prevent the spread of infection and promote children's good health.	27/10/2019

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

- strengthen the teaching for literacy and help all staff understand the most effective ways of helping children learn about the use of letter sounds.

Setting details

Unique reference number	EY439672
Local authority	Cheshire East
Inspection number	10109905
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	35
Name of registered person	Worth Pre-School
Registered person unique reference number	RP531291
Telephone number	01625 873669
Date of previous inspection	3 February 2015

Information about this early years setting

Worth Pre-School Ltd registered in 2011. It operates from 8.15am to 5pm, Monday to Friday, during term time only. The setting employs seven members of staff. Of these, four hold level 3 qualifications and two hold level 6. The setting offers funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The manager and the inspector discussed the quality and organisation of the curriculum during a learning walk.
- Children and staff provided the inspector with feedback about their experiences at the setting.
- A joint observation of practice was conducted by the manager and the inspector, who then discussed the quality of teaching and the impact this has on children's development.
- The inspector observed the quality of teaching, both indoors and outdoors.
- Discussions were held between the manager, the deputy manager and the inspector throughout the inspection.

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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