

Inspection of Spinney Pre School

Spinney Avenue, Widnes, Cheshire WA8 8LD

Inspection date: 21 January 2020

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this small, friendly pre-school. They arrive happily and settle quickly into the activities available. They develop close friendships with others. Children show they feel safe as they are engaged and confident during their play.

Children behave well. They are encouraged to help to tidy up when activities are finished and know where equipment is stored. Staff have high expectations of all children. They speak to children about being kind. Children are encouraged to say sorry if they upset a friend and to share equipment fairly.

Children are interested in the activities provided and show they are keen to learn. For example, children remain engaged and enjoy building with the large wooden blocks for some time. Staff talk to the children as they build, developing their understanding of shape and expanding their vocabulary.

Staff do not always reflect effectively on their own practice to identify training opportunities. For example, more effective strategies to communicate with children who struggle to express their preferences have not been implemented.

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

- Staff have a good knowledge of the children who attend the pre-school. They develop effective partnerships with parents and regularly discuss children's ongoing progress. Staff send activities home for parents to do with their children, such as practising to write their name. This builds on the progress children make in pre-school and helps to secure their knowledge. Parents comment on the 'great relationships' staff have with children, and how well children's individual needs are catered for.
- Children make good progress across all areas as staff plan activities which support their learning. Children learn about shape, size, colour and number through everyday activities. Staff ask children about the shapes they can see or where they can find numbers in the environment. Children explore colour mixing as they paint and draw. Staff talk about how many sides different shapes have in various activities. For example, as the group gather together in a circle on the carpet.
- Children enjoy a musical activity where they explore various instruments and the sounds they make. They are encouraged to play 'loudly' and 'quietly'. Staff introduce new words and extend children's vocabulary.
- Topics and themes, which gain children's attention, are incorporated into daily activities. These are used to build and extend children's knowledge. A theme based on the familiar story 'The Gruffalo' has been introduced to promote

children's learning. Children went on a day trip to find the 'creature' in the woods. This is extended into the activities within pre-school. Children develop their love of reading as they share the story with staff, talking about the characters. They re-enact favourite aspects and dress up in the role-play area, which represents the 'deep, dark wood'. This helps to develop their imagination and creativity.

- Children develop an understanding of healthy lifestyles. They are encouraged to wash their hands before enjoying a snack of fruit. Children who stay for lunch bring their own packed lunch from home. Staff talk to parents when children first start to attend about encouraging healthy eating when choosing what to provide.
- Children become independent as they use the toilet and learn to put on their coats themselves. Children access the outdoor area at set times throughout the day. They enjoy the fresh air and explore a selection of equipment. However, the outdoor provision does not currently offer an extensive range of stimulating experiences to challenge and motivate children.
- The committed staff are enthusiastic and work well together. Regular supervision meetings are completed and staff well-being is monitored. The management committee and staff reflect together on the overall provision and where improvements can be made. However, this does not always focus on key areas. For example, staff training and development are not given careful consideration.

Safeguarding

The arrangements for safeguarding are effective.

The management committee and staff team have completed safeguarding training and demonstrate a clear understanding of how to keep children safe. Robust procedures are in place, for example unexpected absences are monitored and children's safety is prioritised. Staff are aware of the signs which may indicate children are at risk of harm and have a broad understanding of wider safeguarding issues. Detailed written policies are displayed on the pre-school website and are available for parents. Appropriate suitability checks are in place for all adults associated with 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:

- develop the planning of outdoor activities to provide more challenge and stimulation for children who prefer to learn outdoors
- build on the programme of staff training and support so that their knowledge and skills are constantly improving to the highest level.

Setting details

Unique reference number	502232
Local authority	Halton
Inspection number	10094084
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	24
Name of registered person	Spinney Pre-School Committee
Registered person unique reference number	RP904783
Telephone number	07752 911987
Date of previous inspection	24 January 2019

Information about this early years setting

Spinney Pre School registered in 2001 and is owned and managed by a committee. It opens from Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am, 12.15pm to 2.50pm and 8.45am to 2.50pm. The pre-school employs four members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Wendy Dockerty

Inspection activities

- The inspector completed a tour of the areas used by the pre-school to find out how they are organised, and the range of activities provided.
- The views of parents were taken into account as the inspector spoke with several parents during the inspection, and read letters from other parents.
- The inspector spoke to children throughout the inspection at appropriate times.
- A sample of documentation was checked by the inspector, including evidence of staff suitability, qualifications and training.
- The inspector held meetings with the management team and spoke with staff 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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