

Inspection of Elworth Pre-School Group

St Peter's Church Hall, School Lane, SANDBACH, Cheshire CW11 3HU

Inspection date: 29 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 feel safe and secure at this small, friendly pre-school. On arrival, they happily chat to their friends as they hang their coats up. The pre-school staff have received an award to acknowledge their sharp focus on supporting children to develop a healthy lifestyle. The impact of their teaching is evident in children's interactions. For instance, at snack time, children talk knowledgeably about 'good' and 'bad' foods. They tell staff, 'If you have too much sugar, your teeth go rotten, and you will need to see the dentist.'

Staff ooze enthusiasm and immerse themselves in children's play. Overall, children benefit from these interactions. For example, as older children concentrate on completing a 'space' themed jigsaw, staff talk to them about planets. This helps children to build on their existing knowledge. However, sometimes, staff do not allow younger children enough time to process their thoughts and respond. Staff have high expectations for children. This supports children to behave well. For instance, outside, children willingly get off their bikes to allow other children to have a turn.

Overall, the staff build good relationships with parents. They visit children at home, before they start pre-school, to discuss their well-being and development. However, staff do not effectively encourage all parents to consistently share ongoing information about children's learning at home.

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

- The pre-school is an active part of the local community. It has excellent relationships with local schools. This helps it to support children to make smooth transitions. Children have extensive opportunities to learn about the world beyond their own. For example, they enjoy visiting the local church. They explore festivals in other cultures, such as Chinese New Year. The pre-school is very inclusive. This supports children to be exceptionally tolerant and respectful of difference in others. Children learn about people who make a positive contribution to society. For instance, the manager invites key people from the community, such as police officers, into the pre-school. Children enjoy listening to them talk about their work.
- Children show high levels of independence. For instance, they attend to their own personal needs, such as wiping their noses. Children talk confidently about washing hands to remove germs. At snack time, they make their own salad sandwiches. Children promptly scrape surplus food into the bin and clear plates away.
- Overall, staff support children's language development well. For instance, as children observe what happens when salt is sprinkled onto ice, staff use words

such as 'thawing' and 'melting'. This helps children to build on their range of vocabulary. Staff clearly enjoy chatting with children and frequently engage them in meaningful conversations. However, sometimes, staff do not give younger children enough time to process their thoughts and respond to questions.

- Children have many opportunities to explore early mathematical concepts. For instance, they enthusiastically join in with singing number rhymes. Outside, as older children explore weighing fir cones, staff challenge them to predict how many more they will need to make the scales tip.
- Staff closely monitor children's learning and development. They promptly identify any areas where children are at risk of falling behind. The manager uses additional funding, such as early years pupil premium, effectively to help children to catch up. Other professionals speak positively about staff's excellent communication and cooperation. This successful collaborative working supports all children to develop the key skills they need for future learning.
- The manager and her dedicated staff evaluate the effectiveness of the provision and make changes that have a positive impact on children. For example, they have recently moved the book rack to another part of the room. Staff state that as a result of the change, children are accessing books more frequently. This supports children to strengthen their early literacy skills.
- Parents' feedback is positive. They state that staff keep them informed about children's well-being and development. However, staff do not successfully encourage all parents to share ongoing information about children's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager regularly attends training to keep her safeguarding knowledge up to date. She ensures that staff's safeguarding knowledge is current. For example, staff discuss serious case reviews at team meetings. Staff act promptly if they have concerns about children's well-being or safety. They work well with other professionals to support families who are facing challenges in their day-to-day lives. Staff help children to learn ways to keep themselves safe. For example, they invite patrol crossing staff in to teach children how to cross the road safely.

What does the setting need to do to improve?

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

- allow younger children enough time to process their thoughts and respond to questions, to further support their early language skills
- provide even more opportunities for parents to share ongoing information about children's learning and development at home.

Setting details

Unique reference number	EY441442
Local authority	Cheshire East
Inspection number	10129278
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	24
Number of children on roll	47
Name of registered person	Elworth Pre-School Group Committee
Registered person unique reference number	RP524935
Telephone number	01270761270 and 07986 458081
Date of previous inspection	16 May 2016

Information about this early years setting

Elworth Pre-School Group registered in 2012. The pre-school playgroup operates Monday to Friday from 9.30am to 3.30pm, during term time only. The pre-school employs nine members of staff. Of these, eight members of staff hold appropriate early years qualifications at level 2 or above, including six who hold a qualification at level 3. The manager holds early years practitioner status. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Smith

Inspection activities

- The manager and inspector jointly observed an activity. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with the children and staff at appropriate times during the inspection.
- The manager showed the inspector the range of resources available for children's use. The inspector discussed how they supported the educational programme.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- Key persons discussed children's learning and progress with the inspector, including children's next steps in learning and children's interests.
- A small sample of parents shared their views of the pre-school with the inspector. The inspector took these into consideration.

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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