

Inspection of Preston Brook Preschool

Preston Brook Village Hall, Sandy Lane, Preston Brook, Runcorn, Cheshire WA7 3AW

Inspection date: 28 January 2020

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 appear happy and feel at ease at this warm and friendly setting. They gain confidence in their own abilities and show good levels of independence. Children are motivated and eager to learn new skills. They spend long periods of time engaged in self-chosen activities and are keen to share their interests. Staff skilfully question children during activities to help their learning. For example, children discuss how they will use wooden blocks to construct towers. Staff ask them to consider how they could make them longer or taller. Children enjoy taking part in investigations and practical activities. They work together to connect drainpipes and talk about what happens as they pour the water through them. Younger children display a keen interest in role play and creative activities. They show care and consideration as they play with the dolls and use various objects as props.

Children's emotional well-being, confidence and self-esteem are given high priority. Staff reward children's achievements with praise and provide consistent messages about good behaviour. Children are encouraged to treat each other with respect and are taught how to resolve minor conflicts.

The management team is passionate and committed to providing a high-quality curriculum. Managers have good systems in place to assess children's development and identify possible gaps in their learning. Most recently, they have identified physical development as a focus area of the curriculum. They have planned a range of activities to support children's independence and self-help skills.

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

- Staff get to know families and have a good understanding of children's individual needs. They work closely with parents and other professionals to support children's development. All children make good progress. The support in place for children with special educational needs and/or disabilities is good. Staff plan robust interventions and gaps in learning close.
- Children are prepared for their next stage in learning and eventual move on to school. The pre-school places a high priority on supporting children's early mathematics and literacy skills. It also encourages children to be independent and have a go at things for themselves. For example, children serve themselves at snack times and place their leftovers in the bin. They confidently attend to their own needs, including going to the toilet and washing their hands. Staff successfully support children's understanding of healthy eating and encourage them to make positive food choices.
- Staff use a range of strategies to support children's developing language and communication skills. For example, they model language, introduce new words and use a range of sign language. Staff also produce simple photograph books

with children and use these to promote discussions about families and special people.

- Staff plan a range of meaningful and fun learning experiences. They encourage children to take part in story, rhyme and number sessions. However, some group-time sessions are not always planned effectively to ensure all children are fully engaged in their learning. Overall, children have access to a good range of toys and equipment that reflect their interests and stages of development. Staff encourage children to make choices and select resources independently. They play alongside them and extend their learning well through discussion.
- The manager regularly reflects on her practice and produces development plans to help ensure continuous improvements. She meets with the pre-school committee to discuss future priorities. The outdoor area is currently a focus area for development to enable children to experience a wider range of learning opportunities.
- Children develop a good understanding of the wider world and their local community. They relish visits from people who teach them about festivals, charities and how to keep themselves safe.
- Staff are supported well through regular supervision sessions. They are encouraged to undertake further training and implement new ideas in the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff display a clear understanding of their roles and responsibilities to safeguard children. They attend regular child protection training to keep their knowledge of guidance and legislation up to date. The manager shares regular updates with staff and reviews her policies. Thorough recruitment procedures are followed to ensure all staff are suitable to work with children. Staff carry out regular fire drills and complete risk assessments. They support children's understanding of personal safety well through planned activities and discussions.

What does the setting need to do to improve?

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

- review the planning of group-time activities, to ensure all children are interested and fully engaged in their learning
- enhance the outdoor area to provide more learning experiences that are rich and stimulating, particularly for children who prefer to learn outdoors.

Setting details

Unique reference number	303480
Local authority	Halton
Inspection number	10072786
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	24
Number of children on roll	14
Name of registered person	Preston Brook Playgroup Committee
Registered person unique reference number	RP910059
Telephone number	01928 897174
Date of previous inspection	1 February 2016

Information about this early years setting

Preston Brook Preschool registered in 1998. The pre-school employs two members of staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term times. 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

Nadine McCarthy

Inspection activities

- The inspector completed a learning walk with the manager and observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The inspector held discussions with the manager about the development of the nursery and looked at a sample of documentation.
- The inspector spoke to parents 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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