

# Inspection of Sandymoor Pre-School

Sandymoor Hall Community Centre, Otterburn Street, RUNCORN, Cheshire WA7 1XU

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Inspection date: 4 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children arrive happy, confident and eager to start their day at pre-school. They know to put their coat on their peg and find their name card to register their attendance. They have a real sense of belonging. Children thrive on opportunities to do things for themselves, such as changing their shoes for physical education sessions, visiting the nose blowing station and going to the toilet independently. Children grow in confidence and they are proud of their new self-care skills. They concentrate and try hard in opportunities to participate in challenging physical activity. There is a great sense of fun as staff laugh and join in with music and movement sessions, which motivates children. Staff place great importance on listening to the views of children and giving them choices. Children carefully consider which of the two books they would like for story time and vote for their favourite using their name cards. Staff use children's own experiences, such as recent holidays and events at home, to successfully encourage children to speak in a group and develop their communication and language skills. Expectations for good behaviour are extremely high. Children recognise when their friends are frustrated because staff give sensitive prompts to remind them how their actions affect others. Children learn to consider and respect each other's feelings.

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

- The dedicated and passionate management team has high expectations of what children can achieve. Managers constantly reflect and build on the quality of learning experiences they provide for children to best support their development and progress. Leaders and staff skilfully build the curriculum in small sequential steps so children achieve the skills necessary to start school. Additional funding is used effectively to ensure that all children receive the best possible start in life.
- Staff are proactive in ensuring that children recognise similarities and differences between their peers and learn about the world in which they live. They carefully choose to teach about festivals that are meaningful to children and broaden their thinking. For example, the anatomy of a daffodil is introduced using exciting guessing games as part of St David's Day celebrations. Staff arrange opportunities for children to view adults as positive role models. They invite a local author to read and share stories. This ignites children's curiosity and a love of books.
- The pre-school staff are innovative at building relationships with children's future schools. Children write letters and draw pictures to invite their new teacher to pre-school. They routinely visit their new school with their key person. This supports the children's emotional security and continuity in development as they transition to their next stage in learning.
- Parents are highly complimentary about the pre-school. Managers listen and

respond swiftly to parents' views. For example, they have improved their communication with parents and this has secured highly effective relationships. Parents are given specific activities to do at home with their children to support language and mathematical development. Parents of children with special educational needs and/or disabilities are thrilled with the progress their children make because staff use strategies provided by other professionals to support development.

- Staff work extremely well together as a team. They attend external training to enhance their teaching, and they feel supported by their manager. They routinely discuss their key children's development and plan appropriate new experiences. However, new knowledge and skills learned from training are not fully embedded to ensure the quality of teaching improves over time.
- Children learn to communicate well. They confidently talk about a Gruffalo model they have built. Staff crouch down and talk at great lengths with the children. They are animated when they read stories and role model positive listening. However, staff are not consistently engaging in high-quality interactions and introducing new words to extend children's vocabulary.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are confident to identify when a child might be at risk of harm and know how to share information to keep children safe. They have all attended safeguarding training and refresh their knowledge routinely. The security of the community hall is carefully considered, and the garden area is routinely checked for hazards. Staff provide a range of information to help extend parents' knowledge of how to keep their children safe.

## **What does the setting need to do to improve?**

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

- develop staff's knowledge of speaking and listening strategies to better support children's vocabulary
- build on staff training so that new knowledge and skills are embedded and continue to improve the quality of teaching.

## Setting details

<b>Unique reference number</b>	EY273777
<b>Local authority</b>	Halton
<b>Inspection number</b>	10073291
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Moore Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP900936
<b>Telephone number</b>	01928 597710
<b>Date of previous inspection</b>	25 February 2016

## Information about this early years setting

Sandymoor Pre-School registered in 2003. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dee White

## Inspection activities

- A learning walk was completed with the pre-school manager and deputy manager to observe the quality of children's experiences and staff's teaching practice.
- The inspector held a leadership meeting with the manager and deputy manager. She reviewed a variety of documents, including qualifications, records of Disclosure and Barring Service checks and first-aid certificates.
- Five parents' views were taken into consideration on the inspection day.
- The inspector observed interactions between the staff and children during activities, and assessed the impact these had on children's learning.
- The inspector completed joint observations of activities with the manager and deputy manager.
- The inspector held professional discussions with all staff.

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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