

# Inspection of Worth Pre-School Ltd

Birch Road, Poynton, Cheshire SK12 1QA

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Inspection date: 3 March 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children play happily alongside each other and create strong friendships. They share toys and invite other children to play their games. They enjoy listening to each other and giggle as they tell stories about being superheroes. Staff are responsive to children's needs. They skilfully support play to extend learning and explore new ideas. For example, children are encouraged to guess how many scoops of sand it will take to fill a pot. Children show excitement as they count with staff and find out if they are right. The curriculum is designed to offer opportunities for staff to share a wide range of quality books. This helps children to develop their love of literacy and explore new interests and ideas. Staff have a good understanding of children's development and the next steps required for their learning. Children are enthusiastic and show a desire to have a go at learning something new. Staff skilfully use these opportunities to support the children's language development and problem-solving skills. For example, staff use effective questioning to support a child to think about what materials and tools would be best to make a cape for the superhero potato they are making.

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

- Staff provide children with a wide range of resources and opportunities for early mark making and writing. For example, children make lists when they are the tidy up monitor and they write about their superhero powers with effective support from staff. This helps children to become confident in using the letters and sounds they learn during small-group time.
- The manager plans a full and varied curriculum which is ambitious for all children. However, on occasions, some ideas and strategies are not communicated effectively with staff. For example, some staff are unclear about the learning intentions of planned activities, so children are not able to reach their full potential during the small-group time.
- Staff have high expectations for children's behaviour and children respond well to adults. Children are aware of the rules and what is expected of them to achieve this. Their confidence is well supported by strategies such as 'superhero of the day'. This helps to create positive attitudes to learning, which helps support children to move to their next stage of education.
- Additional funding is used effectively to support attainment and well-being, to ensure that children are able to develop skills in line with their peers. Staff support children with emerging needs, and interventions are implemented and monitored so children make good progress. However, there are occasions, for example during story times, when younger children do not have opportunities to share their understanding of the story to help to enhance their early literacy and communication skills.
- Staff understand their role in the safe use of technology in the pre-school.

Parent workshops have been delivered in partnership with the primary school to ensure parents also understand their responsibility for keeping children safe online. All staff review the devices regularly to ensure that they remain appropriate for use.

- Children demonstrate a good understanding of how to look after their health and hygiene. For example, they independently wipe their nose and immediately wash their hands with soap. Staff monitor this well to ensure that children stay healthy.
- The manager identifies clear opportunities for staff to develop their own skills and practice. She has a good understanding of the staff's workload and ensures there is adequate time to complete tasks. The well-being of the staff team is supported through a range of strategies, such as yoga and craft activities. Staff report that they enjoy these events and feel appreciated and supported by the management team.
- Partnerships with parents are strong. Parents speak very highly of staff and report that children talk enthusiastically about their day in pre-school and are keen to share their new skills. For example, children show their parents that they can write new letters and count their toys. The manager uses a wide range of strategies to ensure parents feel involved. For instance, staff share home learning packs and deliver workshops, and the manager ensures that feedback and evaluations have clear outcomes for parents to see that their voice has been heard.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to keep the children in the pre-school safe. They are able to recognise potential safeguarding concerns and describe how a child's behaviour or appearance may change. Staff confidently describe the process and policies for ensuring children's safeguarding needs are met. Staff are also confident to escalate this further, if they feel their concern is not acted on appropriately. The manager has robust recruitment processes to ensure that staff and outside providers are suitable to work with children. Managers monitor ongoing suitability to ensure staff remain appropriate for their roles and responsibilities.

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

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

- focus more sharply on differentiating teaching to ensure younger children are supported and engaged during large-group activities
- strengthen the processes for embedding the curriculum across the pre-school to make all staff aware of the learning intention of planned activities so all children can make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY439672
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10130244
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Worth Pre-School
<b>Registered person unique reference number</b>	RP531291
<b>Telephone number</b>	01625 873669
<b>Date of previous inspection</b>	22 October 2019

## 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 pre-school employs six members of staff. Of these, three hold qualifications at level 3, and two hold level 6. The pre-school offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vikki Seddon

### Inspection activities

- The inspector and the manager completed a learning walk to understand how the curriculum is organised and delivered.
- Parents shared their views and feedback with the inspector through discussion and email testimonials.
- The inspector observed staff and children throughout the day during small- and large-group activities, routines and child-initiated play.
- The manager and the inspector conducted a joint observation to assess the leadership and management skills.
- The inspector held discussions with staff to gain their views and their understanding.

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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