

# Inspection of Wolverham and Stanney Pre-School

The Oaks Primary School, Rochester Drive, ELLESMERE PORT CH65 9EX

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Inspection date: 24 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are confident, enthusiastic learners. They are inquisitive and enjoy exploring the well-resourced environment, both indoors and outside. Children are supported well by the thoughtful, kind and considerate staff team. Staff are always on hand to offer gentle reassurance and support, whenever required. Children and their families are firmly at the heart of everything that staff do. Staff have carefully adapted routines in response to the COVID-19 (coronavirus) pandemic. They have sustained effective methods of communication with parents.

Children delightfully lead their own play and learning. They embrace challenges and support each other to solve simple problems and challenges. For example, children negotiate with each other and try out different ideas and resources, when attempting to build a wall outside. Children understand the high expectations staff have of their behaviour. They behave well and treat staff and each other with respect.

Children develop a range of creative skills. Toddlers enjoy exploring the pinecones that they have collected. They squeal with excitement as they dip them in paint and roll them on paper to make marks. Older children use real fruit and vegetables and pretend to prepare food in the 'home corner'. Staff talk to children as they play and encourage them to recall aspects of their past learning. This helps children to build upon previously taught skills and knowledge successfully.

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

- Staff know what leaders intend for children to learn and achieve at the pre-school. The education programmes are clearly sequenced. Staff use children's interests to motivate and engage children in their learning. One example of this, staff introduced a variety of farm animals into children's play, when a child excitedly discussed the farm he had seen close to his grandparents' home.
- Staff provide children with a range of opportunities to develop their confidence and independence, making them less reliant on adults. Younger children learn how to pour their own drinks. Older children use more challenging tools and equipment to develop their physical skills. Children are supported effectively to carefully manage their own risks. They are highly confident in their own abilities.
- Overall, staff extend and support children's learning well. Staff talk to children about what they see them doing and introduce new vocabulary as they play. For example, as children play in the 'mud kitchen', staff introduce words, such as 'casserole', when helping them to talk about what they are making. Occasionally, however, some staff do not ask questions that encourage children to think and share their ideas in order to extend their learning even further.
- Children enjoy counting and sing songs that require them to count. Staff

recognise opportunities to introduce new mathematical skills to children during adult-led group activities. However, staff do not always fully support or extend the mathematical skills and understanding of children during their self-chosen free play and routines.

- The hard working staff receive a range of supervision, coaching and professional development opportunities. Staff are ambitious and understand the importance of their roles. They value the support of leaders and managers, who encourage and support staff to enhance their level of qualification. Leaders and managers regularly review and successfully implement a wide range of policies.
- Staff accurately assess children's progress and act swiftly, should any gaps in children's learning and development arise. The special educational needs coordinator is passionate about her role. She is quick to seek the extra support that some children need. Where children receive the support from other agencies, she ensures that everyone follows the agreed strategies so that all children make good progress.
- Parents value the service provided by the pre-school. Some parents attended the pre-school themselves as children and speak very fondly of the staff. Written testimonies from parents thank the staff for the positive impact they have had on their children's lives. Parents comment on how much progress their child makes and how children enjoy attending the pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers train staff to understand and follow the pre-school's safeguarding procedures. This includes the confidentiality policy. Staff's safeguarding training and knowledge is updated regularly. Staff have a good knowledge of safeguarding and what to do if they are concerned about a child, adult or staff member. Staff are clear about their role and responsibilities. They understand the procedures to follow in the event of a concern, to help to ensure that children are protected from harm. Risk assessments are well embedded to maintain the safety and health of everyone. The building is safe and secure.

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

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

- support staff to consistently ask questions that encourage children to think and share their ideas and understanding, to fully challenge children in their learning
- enhance opportunities for staff to help children to extend their mathematical learning as they play, in order to enable children to build on their mathematical knowledge and skills further.

## Setting details

<b>Unique reference number</b>	EY401193
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10205797
<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>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Gillian Houghton & Wendy Stockton Partnership
<b>Registered person unique reference number</b>	RP908978
<b>Telephone number</b>	0151 338 2111
<b>Date of previous inspection</b>	13 March 2019

## Information about this early years setting

Wolverham and Stanney Pre-School registered in 2010. The pre-school opens Monday to Friday from 8.30am until 3pm, during term time only. The pre-school employs six members of childcare staff. Of these, four hold recognised qualifications at level 3 or above. The pre-school provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents and also took account of their views in the written statements provided.

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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