

# Inspection of ABC Pre-School

Ellesmere Road, Culcheth, Warrington, Cheshire WA3 4BJ

---

Inspection date: 8 December 2021

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</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 are happy, safe and secure. They have developed warm and trusting bonds with their key person and the staff team. Changes to the drop off and collection arrangements, following the COVID-19 pandemic, have not affected children. Staff greet children at the gate and share important information with parents. Children arrive eager to begin their day and excitedly seek out their friends to share experiences with. They quickly and confidently choose what activities they wish to participate in and swiftly become absorbed in the learning opportunities provided.

Children behave well. This is because staff offer clear and consistent reminders that help children to learn right from wrong. Staff recognise the impact that the pandemic has had on children. They have adjusted the curriculum, so that it focuses on children's personal, social and emotional development. They have supported children to learn how to share and take turns as they become used to engaging with others in social situations again. Children respond well to the routines and boundaries in place. For example, they follow the instructions given by staff and quickly begin helping to tidy away toys and resources. They understand where things belong and work together as a team to 'get the job done'.

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

- Staff working with younger children use labelling and repetition to help support children's growing vocabulary. They use descriptive language and narrate children's play. This helps to give meaning to what children are doing and ensures they hear a wide variety of words. Staff read enthusiastically to children and encourage them to repeat familiar words and phrases from their favourite stories. However, occasionally, staff do not model the correct pronunciation of words. For example, when children play a fishing game, staff ask them what colour their 'fishy' is. Furthermore, staff working with older children do not always give them sufficient time to think and respond to the questions that they ask.
- Staff have a good knowledge of child development. They plan exciting opportunities for children, such as exploring snow dough. They identify how children are able to squeeze and mould the dough to help them to develop the small muscles in their hands in readiness for writing. Children are encouraged to make marks using a variety of tools and different colour paints. However, staff do not routinely recognise when to adapt their teaching to help children develop their understanding in areas where their knowledge is less secure.
- Staff have a detailed knowledge of individual children. They know what they want children to learn in the long term and devise activities and experiences to help children acquire new skills. They share information with parents, so that

learning and development can be supported in the home environment. Children with special educational needs and/or disabilities are supported well. Knowledgeable staff devise play plans and seek advice from other professionals. This helps to ensure that children are given the best opportunities to succeed.

- Arrangements for the supervision and coaching of staff are in place. However, staff do not currently receive timely and precise feedback about their practice to help make improvements in their teaching and interactions with children. That said, staff are able to access a variety of training opportunities. They have engaged in online learning to help ensure that they update their knowledge and skills in subjects, such as safeguarding and the 'Prevent' duty.
- The relatively new manager is supported to carry out her role and responsibilities by the passionate and dedicated providers. Collectively they lead a staff team who are enthusiastic in providing good learning opportunities and experiences for children. Parents' comments are positive. They appreciate the friendliness of the staff team and how they have strived to maintain communication during periods of closure and lockdown. Parents report that their children enjoy attending and how they have made progress since starting, particularly in their confidence and social interactions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection and the wider aspects of safeguarding. They understand the importance of making prompt referrals, should they have any concerns about the welfare of a child in their care. Staff talk confidently about the action they would take if they had concerns about a colleague's practice or conduct. The providers follow stringent safer recruitment procedures to ensure that staff are suitable to work with children. Furthermore, the suitability of existing staff is checked at regular intervals. This helps to ensure children's safety and well-being.

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

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

- strengthen staff's knowledge of the importance of using the correct pronunciation of words and allowing children enough time to think and respond to the questions that staff ask
- help staff recognise when to adjust their teaching to offer children further guidance to correct children's misunderstandings in their learning to help them to make even better progress
- refine the existing arrangements for the supervision of staff and provide more specific feedback to help raise the quality of their practice to a higher level.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY301639  |
| <b>Local authority</b>                             | Warrington  |
| <b>Inspection number</b>                           | 10066550  |
| <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>                               | Full 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>                  | 17  |
| <b>Name of registered person</b>                   | ABC Pre-School Limited  |
| <b>Registered person unique reference number</b>   | RP904175  |
| <b>Telephone number</b>                            | 07712 318530  |
| <b>Date of previous inspection</b>                 | 6 January 2016  |

## Information about this early years setting

ABC Pre-School was registered in 2005. It opens from Monday to Friday, term time only. Sessions are Monday, Wednesday, Thursday and Friday 8.30am until 3.30pm and Tuesday 12 noon to 3.30pm. The setting employs four members of staff. Of these, all hold appropriate early years qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and area manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021