

Inspection of The Village Pre-School (Gorse Covert)

Gorse Covert Primary School, Gorse Covert Road, Birchwood, Warrington WA3 6TS

Inspection date: 14 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and eager to learn. They show exceptional levels of independence, which is modelled by a highly skilled staff team. Each aspect of the setting's routine provides children with opportunities to learn. As a result, children gain lots of new skills and their behaviour is exemplary. For example, children who are selected as the snack time 'helpers' take pride in their role. They read from the printed menu and announce the snack choices on offer.

Peer-on-peer support is used incredibly well to help children catch up. Older children are used as 'buddies' to support the younger children as they take part in activities, such as number time. At snack time, the 'buddies' also help younger children to count the number of plates needed at the table.

All children, including those with special educational needs and/or disabilities (SEND), make rapid progress in relation to their starting points. The manager and staff hold high expectations for all children. This ensures no child is left behind. Every member of staff knows exactly what children need to support their best possible progress. For example, staff provide 'chatter bags' for children to use at home and in the setting. This helps to promote children's speech, language, and communication.

The impact of the pandemic is kept to a minimum for children. Staff identified that children's limited access to outdoor play had resulted in children being reticent to take risks in their physical play. They made swift improvements to address this gap. Children now benefit from lots of physical challenges, such as climbing walls and balancing on the swing bridge. As a result, children are making rapid progress in their physical skills. Furthermore, their confidence to set themselves their own challenges has grown immeasurably.

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

- Children access a highly ambitious and well-designed curriculum that has high expectations for all. This helps to secure the best possible outcomes for all children, including those with SEND.
- Additional funding, such as early years pupil premium, is used in a bespoke and individualised way. This ensures that disadvantaged children and their families receive the support they need. For example, additional sessions are offered to those in need and wraparound services are offered to support the wider family.
- Children develop a deep understanding of mathematical concepts from an early age. Mathematical opportunities are weaved into every aspect of the routine and during free-play activities. For example, children engage in open-ended bingo activities and confidently lead the game as the 'bingo' caller. As a result,

children's rate of progress in this area of learning is rapid.

- Children benefit from a language-rich environment. Staff model language exceptionally well and extend children's vocabulary. Language is linked to children's current interests. For example, as children play in the role-play area, staff members provide a commentary and introduce words, such as 'injection' and 'cavities'. This further supports children's language development.
- The emotional well-being of staff is a high priority. All staff feel extremely supported by the supervision arrangements that are in place. They are happy the manager is approachable and will always listen. Staff have regular performance targets and those with additional responsibilities are given designated time to carry out these duties. All staff feel truly valued and supported, which has a positive impact on the children.
- Staff have an in-depth knowledge of the children and deliver a well-planned curriculum. They also implement timely interventions to help children who need a little help to make rapid progress. As a result, children get off to a flying start.
- Children develop an excellent understanding of foods that keep them healthy. They talk about carrots and tomatoes being healthy. Children also grow their own fruit and vegetables, which further reinforces their awareness of nutritious foods. For example, they pick radishes and onions from their vegetable patch and show delight as they sample their home-grown produce. Staff model descriptive words, such as 'spicy', to accompany this valuable learning experience.
- Parents are tremendously complimentary about the staff and manager. They feel extremely well informed about their children's learning. Parents are delighted with the progress their children have made and say that they feel highly supported in every step of their children's journey at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of the highest standards. The staff team has implemented meticulous procedures to oversee the arrival and departure of children. Each child is greeted by a trusted adult under the supervision of their key person. Staff also teach children the importance of keeping themselves safe. For example, when using a knife for chopping fruit, staff prompt children to recall how they keep their fingers safe. The manager and the staff team understand their role in safeguarding children. They know the possible signs and symptoms of abuse and are clear about the procedures they would follow if they had concerns about a child's welfare.

Setting details

Unique reference number	EY375737
Local authority	Warrington
Inspection number	10231278
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	39
Name of registered person	The Village Pre-School (Gorse Covert)
Registered person unique reference number	RP527955
Telephone number	07875365967
Date of previous inspection	7 November 2016

Information about this early years setting

The Village Pre-School (Gorse Covert) registered in 2008. The pre-school employs four members of childcare staff. Of whom, all hold an appropriate early years qualification at level 3. Sessions are Monday to Friday, from 8.45am until 11.45am and 12.30pm until 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Smillie

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out joint observations with the manager and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector spoke to several parents during the inspection and viewed written feedback provided. She took account of all 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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