

Inspection of Disley Under Fives

Disley Primary School, Dane Bank Drive, Disley, Stockport, Cheshire SK12 2BD

Inspection date: 17 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school happily and are eager to learn. The atmosphere buzzes with quiet conversations as children explore the interesting activities on offer. They engage in role play and develop their vocabulary as they talk to their friends. Staff engage children in activities by using their interests to help them learn. Children who are interested in animals have great fun rescuing toy animals that are trapped in elastic bands. They work together and develop problem-solving skills as they discuss how to release the animals. Children gain skills needed for the next stage of their learning.

Children behave well as staff have high expectations of all children and they give an abundance of praise for good behaviour. Children understand what is expected of them as they have been involved in creating the pre-school's 'golden rules'. They demonstrate positive attitudes towards their learning and to each other. Children are keen to support each other, they happily take turns as they play games together. Following the COVID-19 pandemic, leaders have ensured staff build nurturing and strong relationships with children. This ensures children feel safe and are confident to separate from their parents.

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

- Leaders have a clear understanding of what they want children to learn. Staff know how to support children's learning. For instance, they understand some children need extra support with their emotions. They provide developmentally appropriate ways for children to discuss their feelings by using toys and stories. This approach helps to ensure that children feel secure and develop positive attitudes needed to learn.
- Children with special educational needs and/or disabilities (SEND) are well supported. Procedures for early identification help to ensure that children receive additional support at the earliest opportunity. Staff work hard to provide inclusive care and education for children with SEND. This helps children to make good progress from their individual starting points and prepares them for future learning.
- Reading is given utmost priority by all staff; children hear lots of stories throughout the day. Staff read meaningful books to children with great enthusiasm. Children plant sunflowers and are excited to read a story about how sunflowers grow. They demonstrate good levels of recall when remembering different parts of the story. Literacy is promoted well. Children have a positive attitude to learning and are clearly developing a love of reading.
- Children demonstrate independence when learning to safely use tools. They work hard to skilfully master the art of hammering a nail into wood. Children show resilience as they keep on trying. They are determined and their success

increases their self-esteem. This helps children be confident to try new activities.

- Children have a lot of opportunities to develop their physical skills. They exercise their large muscles when learning to ride trikes and scooters in the garden. Children strengthen their small finger muscles, mixing and pouring sensory materials. This improves their hand strength and prepares them for early writing. Older children confidently hold pens and form recognisable letters as they create 'shopping' lists. Children gain skills needed for when they start school.
- Staff ensure children develop their communication and language skills. They talk to children as they play and encourage children to sing songs. Children take turns to create a 'silly soup' in which all the items begin with the same sound. Children are beginning to recognise sounds in words. These activities help children develop skills to help them read the sounds in words.
- Partnerships with parents are good. Staff work closely with parents to ensure a consistent exchange of information. They have daily conversations with parents, offering support and giving information about children's development. This helps parents to extend children's learning at home and provides a consistent approach to children's learning.
- Leaders are knowledgeable and dedicated to providing quality care for children and families. Staff have supervision meetings and receive support and guidance. However, professional development is not specifically focused to improve staff skills and knowledge further. As a result, children do not always benefit from the highest quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and responsibilities to protect children from harm. They know the signs and symptoms of abuse and the procedures to follow if they have concerns about a child's welfare. Staff understand how to refer any concerns beyond the leadership team if necessary. Leaders follow safe recruitment procedures to ensure that all staff are suitable to work with children. They ensure that staff are deployed effectively to meet the individual needs of all children and keep them safe.

What does the setting need to do to improve?

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

- enhance professional development and training of staff, to focus on improving the quality of teaching to the highest possible level.

Setting details

Unique reference number	2523065
Local authority	Cheshire East
Inspection number	10191825
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	32
Number of children on roll	50
Name of registered person	Disley Under Fives CIO
Registered person unique reference number	2500226
Telephone number	07885 426000
Date of previous inspection	Not applicable

Information about this early years setting

Disley Under Fives registered in 2019. The pre-school employs 12 members of childcare staff. Of these, one holds early years professional status and one holds qualified teacher status. There is one member of staff who holds a qualification at level 5 and seven members of staff hold a qualification at level 3. The nursery opens from Monday to Friday term time only. Opening times are 7.30 to 5.30, although this academic year we close at 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 owner and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she intends for children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and the deputy manager about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation of group activities.
- The manager showed the inspector documentation to demonstrate the suitability of 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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