

Inspection of Ashdene Independent Pre-School

Thoresway Road, Wilmslow, Cheshire SK9 6LJ

Inspection date: 4 July 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children thrive in the pre-school. They have positive relationships with staff. For example, children learn about healthy eating as they make their own fruit smoothies. When anxious about the loud noise from the blender, children readily receive cuddles and reassurance from staff. Children are happy and safe.

Children experience lots of engaging learning opportunities. For example, they learn about different kinds of animals when they are brought to visit the pre-school. Children learn about people who help them when police and firefighters visit. A large outdoor space is designed to support children's learning. Children have opportunities to develop their physical skills as they climb and run. They practise mark making and early writing on a large chalkboard. Children make their own choices and guide their own play as they move freely between the inside and outside areas. Staff set high expectations for children, which helps their knowledge and skills to develop over time.

Children behave well. They follow instructions and understand the boundaries put in place for them. Children are kind and friendly towards one another. They show a high level of respect for others. Since the COVID-19 pandemic, children leave their parents at the door. They enter happily, eager to play and learn.

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

- Teaching is of a high quality. Staff know children well and focus activities on what children need to learn next. For example, staff teach children the starting sounds of words. All children, including those with special educational needs and/or disabilities (SEND) make good progress in their learning.
- Mathematics is embedded throughout the day. For example, staff help children to count and encourage them to compare the weights of different objects. Children enjoy singing songs, such as 'Five currant buns'. Staff provide knitted buns and physical numbers. This supports children's understanding of mathematical concepts.
- Children usually behave well. For example, during circle time, children listen intently and take turns. However, occasionally children become unsettled during times of transition. For example, children are restless as they have to wait for others to finish their lunch. This hinders children's ability to behave well.
- Children develop superb independence skills as they go to the on-site school for lunch. They choose which hot meal they would like and politely ask the catering staff for it. Children carry their own trays to the table. During lunchtime, children communicate and socialise with their friends. This helps to support a smooth transition when children move on to school.
- Children learn the language of emotions. For example, they are invited to share

how they are feeling as they talk about the book 'The Colour Monster'. Children are reassured that it is okay to have different feelings. They talk about what they could do to help each other to feel better if they are feeling sad. This helps to build children's self-esteem as they become confident in expressing themselves.

- Equality and diversity is celebrated. Children share books about different cultures and types of families. People who celebrate different festivals, such as Diwali, visit pre-school to share their experiences. Children learn to appreciate each other's differences and celebrate their individuality. Stereotypes are challenged and staff promote children's understanding by encouraging them to ask questions, which staff answer openly. This helps to prepare children for life in modern Britain.
- The pre-school committee has good oversight and provides effective support to management. Managers monitor staff practice to ensure it is of a high standard. Staff attend a variety of training to support them in their roles, such as food hygiene and oral health. The well-qualified staff team contributes to the high-quality education being provided.
- Parents are extremely happy with the pre-school. They praise the support for children with SEND and links with the local school. Parents receive regular communication and are invited into the pre-school for parents' evenings to discuss children's progress. The pre-school sends home borrow bags to help promote continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school is secure and staff take regular action to minimise risk to children. For example, before children enter the garden, staff check that it is secured and safe. Staff have good knowledge of signs of abuse and how to report any concerns they have. They have prompts on lanyards to help remind them of key information. The number of children present is checked and updated every thirty minutes to help ensure all children are accounted for. The pre-school only allows children supervised access to technology, which helps to keep children safe from online dangers.

What does the setting need to do to improve?

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

- reflect on times of transition, so that children do not spend too long waiting.

Setting details

Unique reference number	304957
Local authority	Cheshire East
Inspection number	10129235
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	57
Name of registered person	Ashdene Independent Pre-School Committee
Registered person unique reference number	RP905209
Telephone number	01625 521794
Date of previous inspection	11 March 2016

Information about this early years setting

Ashdene Independent Pre-School registered in 1987 and is situated in Wilmslow. It operates term time only, Monday to Friday, from 8.45am to 3.15pm. The pre-school employs 13 members of childcare staff. Of these, five hold an appropriate early years qualification at level 6, one at level 4 and three at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the pre-school.
- The chair of the committee spoke to the inspector during the inspection and shared their views of the pre-school.
- The management team and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation with the manager.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022