

# Inspection of Mossley Pre-School

Boundary Lane, Congleton, Cheshire CW12 3JA

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Inspection date:

6 July 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happily to pre-school and are warmly welcomed by staff. Children who speak English as an additional language are greeted in their home language and staff support them further using actions and signs. Children know where to put their coats and independently access resources in the environment. They feel safe at pre-school and say that they enjoy coming and playing with their friends.

Leaders do not focus on securing all of the core skills children need to learn before moving on to more complex aspects of the curriculum. This means at times the intended learning is too narrow and not always age-appropriate. Teaching practice is variable and leaders do not take action to improve this. Staff focus on supporting children to learn the sounds that letters make before extending children's communication and language skills. Nevertheless, older children are proud to show visitors their letter writing and leaders work well with the feeder primary school to support pre-school children with the transition into school.

Children generally understand expectations and boundaries. However, they do not consistently show a positive attitude towards their learning. Staff do not support children to progress as well as possible in their personal, social and emotional development. Nevertheless, staff understand the benefits of outdoor play and children are given plenty of opportunities to develop their large-muscle skills. For example, children enjoy running, building, and riding in cars outside. This helps children to make good progress in their physical development.

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

- The staff team are well established, and leaders ensure the team work well together. Their well-being is considered. However, staff supervision is limited to whole staff meetings. Leaders do not target training and professional development opportunities to help all staff understand and implement a sequenced curriculum. Leaders do not consistently identify or take action where teaching practice is weaker to improve the quality of education for all children.
- Children are involved in growing plants from seeds in the garden. They grow sunflowers, green beans and potatoes and sometimes cook what they grow, and this supports their knowledge of caring for plants. Staff plan further activities that support children's understanding of the world around them. For example, children watch ducklings hatch from eggs and caterpillars becoming butterflies and this develops their learning of life cycles, how living things are cared for and how they grow.
- Leaders and staff value the relationship they form with families. Parents say that they are kept informed of their child's progress. Parents appreciate the little touches, such as the 'ask me about' stickers that their children sometimes come

home with. This sparks conversations at home about what children are learning in the setting. Parents describe the setting as 'very welcoming'.

- Leaders do not ensure a well-rounded curriculum for all children. Staff prioritise children's knowledge of letters and sounds, which is well supported. However, staff do not sequence teaching communication and language as well as possible. Children listen attentively and respond appropriately when stories are read to them. However, staff do not consistently engage children in meaningful conversations to build on children's thoughts and ideas and help to extend their vocabulary.
- Staff provide children with opportunities to investigate how things work. For example, children predict if an object will float or sink. Staff also provide opportunities for children to explore numbers and counting. For example, they estimate how many children are on the carpet at registration and are encouraged to count through their play.
- Staff do not proactively teach children how to manage conflicts and be aware of others around them. Although children build friendships, at times they struggle to express their own feelings and emotions. This results in some negative behaviour that goes unchallenged by staff.
- Staff are aware of the procedures for reporting accidents in the setting and obtaining information about injuries that happen elsewhere. However, information provided by parents is not always promptly shared with all staff. Records are not consistently maintained to ensure leaders can monitor them effectively.
- Leaders work with other professionals when required and generally support those children with special educational needs and/or disabilities. They put some support in place to begin to close gaps in their learning.
- Children's good health is promoted. They are encouraged to go to the toilet independently and are aware of good hygiene routines.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise staff training in child protection to ensure that their knowledge is up to date. Leaders and staff understand how to identify the signs that a child is at potential risk of harm. They are confident with the procedures to follow if they have a concern about a child. Leaders have an effective recruitment process, which ensures that all staff are suitable to work with children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure all accidents and injuries are shared with all staff, promptly recorded and monitored effectively	17/08/2022
support children to manage conflicts, be aware of others around them and help them to develop emotional vocabulary to express their own feelings and emotions	17/08/2022
provide staff with supervisions, coaching, training and support to improve their teaching and knowledge and understanding of the educational programmes.	20/08/2022

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

- support staff to consistently extend children's vocabulary through modelling and building on children's own ideas.

## Setting details

<b>Unique reference number</b>	EY556064
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10174516
<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>	3 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Mossley Pre-school Committee
<b>Registered person unique reference number</b>	RP521856
<b>Telephone number</b>	07896 442702
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mossley Pre-School registered in 2019 and is situated in Congleton, Cheshire. The nursery employs seven members of childcare staff. Of these, seven hold appropriate childcare qualifications at level 3 or above. The pre-school operates from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The nursery provides funded places for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hayward

## Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account during their evaluation of the provider.
- The manager and supervisor joined the inspector on a learning walk and talked to the inspector about their curriculum intent and what they wanted children to learn.
- The inspector talked to staff members at various times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the supervisor.
- The inspector talked to children at various times during the inspection and took account of their views.
- The inspector spoke with a number of parents and read emails from parents who were unable to attend the setting and took account of their views.
- The manager and supervisor showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on the 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.

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