

Inspection of Weaverham Little Bears Pre-School

Weaverham Cricket Club, Wallerscote Road, Weaverham, Northwich, Cheshire CW8 3JN

Inspection date: 11 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily enter the pre-school. The atmosphere is calm as children show their eagerness to explore the activities on offer. Children show they feel safe as they enthusiastically greet staff and happily talk to each other as they play. Children share their experiences. They enthusiastically point out their photographs displayed on the walls. This helps children to feel safe and secure. Children are confident to greet the inspector. They are keen to show how they attempt to write their names. Children mostly behave well. They demonstrate positive attitudes towards their learning and to each other.

Staff have high expectations of children. They promote children's physical development well. They help children to create obstacle courses, and children have great fun moving in a variety of ways. Children show good coordination and strength as they climb over equipment and crawl through tunnels. They manage this remarkably well. For example, children help their friends to climb up ladders and cheer for each other as they participate in races. Children are very supportive. They help each other to attempt to create a cake in the mud kitchen. Children's laughter fills the air as they pour water into mud using jugs and funnels. They show determination and keep on trying to master the difficult skill. Children are developing skills and attitudes required for when they start school.

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

- Leaders have clear aspirations for the setting. They aim for all children to achieve their very best. Self-evaluation is accurate and includes the views of parents and staff through questionnaires and discussions. Parents express how they appreciate the nurturing approach of the staff. They describe how this approach has been instrumental in ensuring that their children are happy to attend. Parents receive ideas on how to extend children's learning at home. This benefits children as there is a consistent approach to their learning.
- 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.
- Staff provide children with an ambitious curriculum that builds on what they know and can do. They use their good knowledge of child development to plan activities that keep children motivated to learn. Children enjoy creating models from play dough. They develop their mathematical language as they discuss the objects they create. Children discuss measurements as they describe the size and weight of their models. This means that children learn about mathematical

concepts through fun activities.

- Overall, children's behaviour is good. They play with their friends and are learning about turn taking and the importance of sharing resources. However, occasionally, staff do not have a consistent approach to help children to understand their feelings and manage their emotions effectively. This means that children do not always consider how their behaviour effects others.
- Children develop some independence skills. For example, they carefully pour their own drinks at snack time and select resources to play with. However, on occasions, the organisation of daily routines does not maximise children's developing independence. This is because staff are deployed to complete tasks that children are more than capable of doing, such as tidying up toys and opening packed lunch boxes. At these times, children sit and wait. They become disengaged and sometimes disruptive. This does not consistently support children's learning and independence.
- Children learn about the community in which they live. They learn how to grow vegetables and tend to animals through a visit from a local farmer and their animals. The manager arranges for emergency services to visit the pre-school. Children explain how they learned about how the police help in the local community. As a result, children develop a deep respect for those who help them.

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 manager, if necessary. All staff follow strict risk assessments. This ensures that the environment is secure. The manager ensures that staff are deployed effectively to keep children safe.

What does the setting need to do to improve?

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

- help staff to consistently support children in understanding how their behaviour effects others and how to regulate their feelings and emotions
- review the organisation of some daily routines, to ensure that opportunities are consistently given to develop children's learning and independence.

Setting details

Unique reference number	EY562501
Local authority	Cheshire West and Chester
Inspection number	10194209
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	37
Name of registered person	Wilson, Karen
Registered person unique reference number	RP512840
Telephone number	07921 816928
Date of previous inspection	Not applicable

Information about this early years setting

Weaverham Little Bears Pre-School registered in 2019 and is situated in Weaverham. Sessions are from 8.45am until 3.15pm during term time only. The centre employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and one holds an early years qualification at level 3. One member of staff has qualified teacher status. The pre-school 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 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.
- Parents shared their views of the setting with the inspector.
- 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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