

Inspection of St John's Pre-School Nursery

81 Delamere Street, Winsford CW7 2LX

Inspection date: 14 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 thrive in this calm and purposeful pre-school. They build positive relationships with staff, who are warm and caring. Staff have high expectations for children's progress and are highly effective at meeting their individual needs. The embedded key-worker system means the staff get to know the children really well and support them to understand their emotions. These bonds help children to feel safe and secure.

Children play confidently and happily together. They form close friendships and show positive attitudes towards one another. For example, children take turns pouring coloured water from a jug and share tubes of glitter as they make 'friendship potions'. Staff model good speaking and listening skills. They introduce new vocabulary and skilfully adapt their teaching so that all children, including those with special educational needs and/or disabilities (SEND), progress well.

Children relish their time in the outdoor area and benefit from lots of opportunities to engage with the natural world. For example, they enjoy growing a variety of plants and vegetables and are eager to pick the peas from pods when they are ready. This creates a wealth of learning opportunities about where our food comes from and life cycles, which the children recall with enthusiasm.

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

- The manager has a clear and ambitious vision for the pre-school and a well-thought-out curriculum. This is planned and sequenced so that all children build up the knowledge they need gradually and securely.
- The pre-school prides itself on being an inclusive setting which welcomes children of all abilities. All children, including those with SEND, are provided with well-tailored support and individual plans to ensure good progression is made.
- The manager acts with integrity in using the additional funding received. She provides one-to-one support for the children who need it, regardless of financial assistance. This supports the staff, reduces their workload and promotes their well-being.
- Self-evaluation is accurate and identifies areas for managers to develop further. A good programme of supervision and training develops the practice and knowledge of staff. However, staff are not made aware of any weakness in their practice. This means they do not always know how to make improvements to their teaching. For example, interactions with children are not always of consistently high quality. This minor weakness has not been addressed.
- Opportunities for outdoor play are plentiful. The children demonstrate their gross-motor skills as they climb and balance on wooden blocks and chase after their friends. Staff teach children to take appropriate risks and challenges as

they play. This builds their confidence and resilience and gives them a sense of achievement when they succeed.

- Children demonstrate a secure knowledge of the daily routines. For instance, during a well-organised snack time, children remember to wash their hands, self-serve their choice of fruits and cheese with metal tongs and tidy up afterwards. However, healthy choices are not promoted consistently, as some of the children bring bottles of juice and unhealthy snacks in to the setting. This does not positively promote children's good oral health.
- Hygiene practices are effective across the setting because staff teach children to become increasingly independent in managing their personal needs.
- Mathematical concepts are incorporated throughout the setting in an age-appropriate way. This helps children to build a deep understanding of number and counting.
- Staff prepare children for their next stage well and provide lots of opportunities for developing their confidence and character. Children benefit from strong links with the local primary schools and are well supported through visits and regular discussions, for their move on to school.
- Children become active members of the local community. For example, they walk to a nearby post office to post a letter and take a trip by bus to the local supermarket to buy ingredients. This helps children to develop confidence and a growing understanding of the world around them.
- Parents are provided with daily updates about their children's learning. Innovative ideas such as 'Borrow me bags' and 'Bertie bear' allow parents to further support children's learning and development at home. Parents speak highly about the pre-school and comment on the significant progress that their children have made.

Safeguarding

The arrangements for safeguarding are effective.

The manager has instilled a positive safeguarding culture throughout the setting. All staff have completed safeguarding training and fully understand their responsibilities to record and report any safeguarding concerns swiftly. Staff teach children about keeping safe and potential hazards, such as reminding them that the floor is slippery when wet. They also give children gentle prompts to tidy up so they do not trip and fall. This allows the children to begin to manage their own risks and learn to keep themselves safe. Robust recruitment arrangements ensure that all staff are suitable to work with children and the premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen the current arrangements for staff supervision and peer observations, to ensure that staff are more consistent in their teaching and interactions with children
- maximise opportunities to help children to develop positive attitudes to healthy eating.

Setting details

Unique reference number	2551175
Local authority	Cheshire West and Chester
Inspection number	10215739
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	44
Number of children on roll	70
Name of registered person	St John's Pre-School Nursery Limited
Registered person unique reference number	2551174
Telephone number	07391586831
Date of previous inspection	Not applicable

Information about this early years setting

St John's Pre-School Nursery registered in 2019. It is situated in Winsford, Cheshire. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and two have achieved early years professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum and what they want the children to learn.
- The inspector carried out a joint observation with the manager and discussed the impact of teaching on children's learning.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their 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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