

# Inspection of ABC Pre-School & Out of School Club

Edleston Primary School, Denver Avenue, CREWE CW2 7PX

---

Inspection date: 25 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children arrive happily to this setting. They separate from their parents and meet staff with cheery smiles and greetings. They feel safe while exploring the environment, supported by staff. Children have secure attachments with the caring staff team. They access the environment independently and engage in their play. The children are friendly as they interact with their friends, staff, and visitors. Children demonstrate the ability to share the space and resources with their peers.

When accessing the outdoor area, children use the language skills they have gained when visiting the setting's allotment. Children care for the plants and discuss what helps them grow. They handle tools carefully to dig in the soil and water plants. Children delight in the freedom of accessing the large outdoor space. Children practise their physical skills using their muscles to run, climb and balance. While playing football, children skilfully negotiate the space.

Following the COVID-19 pandemic, the staff identified that children missed life experiences. This has had an impact on the prime areas of learning. For instance, children that had never walked on grass. Staff used this information to ensure children have planned opportunities that will support readiness for the next stage of learning.

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

- Leaders have developed a strong curriculum to support staff to deliver learning experiences that meet the needs of children. This is largely successful in supporting children to make good progress. However, due to decisions made by leaders around how the curriculum is implemented out of term time, the setting does not follow their intent with as much rigour during the school holiday period. This means teaching and learning is not always at the very highest levels.
- Staff tailor the environment to support children's success. Resources are selected that match children's interests and staff know children well. However, some adult-led activities are not always fully informed from what children need to learn next. As a result, during these activities, children do not make as much progress and sometimes lose interest.
- Leaders focus on providing opportunities for staff's professional development. However, this is not always effective in targeting areas of teaching that staff require support in, to raise the quality of teaching to the very highest levels.
- The children's behaviour is good. They demonstrate awareness of the staff expectations and follow the routine in place. Children are very polite and interact with their peers and staff with confidence. They support one another while engaged in play and show good attitudes to their learning.
- Staff prioritise children's transition into reception. There are established links

with the primary school the setting is based in and staff also make links with the other local schools children will go on to attend. Staff make effective use of strategies to support this process, such as joining in the school assembly and taking part in physical education activities.

- Parent partnerships are a strength of this setting. Parents feel engaged and supported by the staff and believe their children are happy. The setting reflects on parent's suggestions. For example, the setting is implementing a new app following feedback from a questionnaire. Staff respond quickly to information shared by parents and support children in their care effectively as a result.
- Children with special educational needs and/or disabilities (SEND) are supported. Staff are aware of good practice to support children with SEND or who speak English as an additional language. The special educational needs coordinator refers children to appropriate agencies and children receive support from strategies implemented by the staff.
- Leaders are passionate for the success of the setting. Overall, they are successful in identifying areas of continued improvement. The self-evaluation process helps to highlight areas for improvement and staff share the vision of aiming to 'make every minute count' for the children in their care.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are trained in safeguarding. Staff are fully aware of what they must do should they have concerns about a child's welfare. Staff also demonstrate understanding of what to do and who to contact if there are concerns about any member of the staff team. Staff teach children about keeping themselves safe. The setting's safeguarding lead and staff together ensuring children's safety. Effective recruitment and induction procedures are carried out. This ensures children are cared for in a safe environment.

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

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

- deliver the curriculum consistently while children attend the setting to ensure children's learning continues uninterrupted by term-time breaks
- strengthen the curriculum implementation that helps to continuously build on what children know and can do
- provide staff with professional development opportunities that raise the quality of teaching to the very highest levels.

## Setting details

<b>Unique reference number</b>	EY460521
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10233885
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	ABC Childcare Services Cheshire Ltd
<b>Registered person unique reference number</b>	RP532150
<b>Telephone number</b>	07584637865
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

ABC Pre-School & Out of School Club registered in 2013. The pre-school employs seven members of staff, five of whom work directly with the children, including the manager. All staff hold appropriate early years qualifications at level 2 or above. The operations director has qualified teacher status. The pre-school is open each weekday from 7.45am until 6pm, all year round. The out-of-school provision operates from 7.45am to 9am and from 3.15pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jessica Leong

## 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 provider and has taken that into account in their evaluation of the provider.
- The operations director and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.
- The inspector reviewed relevant documents. This includes staff's suitability checks and paediatric first-aid certificates.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022