

# Inspection of Padgate Wasps

Christchurch C of E Primary School, Station Road, Padgate, WARRINGTON WA2  
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Inspection date: 21 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children settle extremely well in this nurturing and welcoming setting. Even children very new to the setting smile happily as they enter. They carry their lunch bags and independently put them away. They are developing self-help skills. Staff work extremely hard to build close relationships with children. They learn about them from the parents: children's likes, dislikes and favourite activities. Children feel safe and secure. They explore the many exciting activities provided both indoors and outside. Children work to mix sand and water and use tools to 'cement' bricks together. They are encouraged by the supportive staff to take turns with their friends. Together they count the tower of bricks and shriek with laughter as it wobbles and falls. They are having a marvellous time while they learn many social skills and build friendships.

Children benefit from many experiences in their local community. They access the school garden to pick blackberries and learn about nature. They visit the local library to choose books which interest them and enjoy trips to the café at the local residential home. Children learn about road safety. They behave so well that this is commented on by residents. They develop knowledge about their community, about different generations and grow in confidence. Staff want the best outcomes for every child, and children make good progress.

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

- Managers have a vision to improve outcomes for every child in breakfast club, after-school club, and pre-school. They are skilled in adapting provision for the varied age groups. All children are motivated to learn and make good progress.
- Recruitment and induction systems are robust and well developed. Staff highly value the support they receive from managers. The established team are motivated. They use consistent approaches with children. This consistency helps children feel safe, and they behave well.
- Activities focus on children's interests. For example, the farm is set out following a child's visit to a farm. Children share their experiences with others. This builds children's knowledge, confidence, and develops recall skills.
- Staff are skilful in developing speech and communication. Strategies of modelling and extending language are regularly used. Staff help children explore straw using descriptive words, for example, 'crispy' and 'crunchy'. They listen attentively to children. Children chatter to staff and each other, they learn new and descriptive words.
- The setting is promoting varied approaches to mark making, as they noted not all children have made progress with this. Children can be seen making menus in the home area, writing a list in the construction area, and painting the walls with water and paintbrushes. Children engage well and they develop pre-writing

skills.

- Children's home life is well promoted. Pictures of family members are displayed and discussed. Traditional family recipes are shared and offered to children. This helps them understand similarities and differences in families.
- Partnership with speech and language services and social care are well established. Children's development is assessed well, and when additional support is required, the setting is swift to refer and put in interventions. Extremely positive working relationships are in place with the on-site school. These positive relationships keep children safe and ensures learning needs are met.
- Staff support children well. Children learn self-care skills, such as hand washing. They make choices throughout the session. However, on occasion, children do not have time to use their own initiative, think, test things out and problem solve for themselves.
- Parents speak very positively about the setting. They share that they feel supported and that their children are extremely happy. Individual targets are worked on together, for example, toilet training is supported by use of a 'toilet training bag' which children can take home. This approach gives children consistency and helps develop targeted skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to keep children safe. They access regular safeguarding training, which keeps their knowledge up to date. Staff also know the signs and symptoms of abuse and what action to take if they have concerns about a child's welfare. The manager is confident in her role as the designated safeguarding lead. She follows the safer recruitment procedures to ensure that all staff are suitable to work with children. Staff also benefit from a comprehensive induction, which includes understanding the safeguarding procedures. The manager and staff make sure the premises are secure so that children cannot leave unsupervised. All staff have paediatric first-aid training and are confident to deliver first aid. Children's safety is fully assured.

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

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

- consider strategies that will support children to develop their thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY386173
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10233323
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	50
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Woolston Wasps Link Club Limited
<b>Registered person unique reference number</b>	RP903421
<b>Telephone number</b>	07584513944
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

Padgate Wasps was registered in 2008. The pre-school employs five members of childcare staff, all staff hold an appropriate level 3 early years qualifications. The pre-school is open during term time from 9am until 12.00 noon and 12.15pm until 3.15pm. The out-of-school club opens from 7.30am until 8.45am and 3.15pm until 6pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and considered this in making their judgements.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to the managers, staff, parents and children at appropriate times during the inspection and viewed parent feedback.
- The manager conducted a learning walk and discussed with the inspector about how the provision is organised and the curriculum is planned and delivered and what children learn from this.
- The inspector observed children indoors and outdoors paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including training certificates and Disclosure and Barring Service information.

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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