

# Inspection of Pingawings Pre-School

Tunley United Reformed Church Hall, Mossy Lea Road, Wroughtington, WIGAN,  
Lancashire WN6 9RW

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Inspection date: 4 October 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

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

### The provision is outstanding

The manager and staff at this warm and welcoming nursery provide the best possible care for children. They make sure they know what children can do right from the very start. Staff gather information to enable them to provide challenging and exciting activities in order for children to make progress.

Children's love of books is evident as they independently choose their favourites, and staff snuggle up and read to them. Children show great excitement in recalling their favourite parts of the books and maintain their attention throughout. Staff communicate exceptionally well with children. They get down to the children's level and listen to them. They ask questions to ignite their thinking. For example, when children hear a noise in the room, they ask 'what could that be?' 'Let's go and find out', they say. Children search with anticipation and finally find a speaker playing the sound of a tweeting bird. As a result, children's imagination is sparked. Staff use children's natural curiosity to go outside with a group of children to look for real birds and see what else they can find.

Staff are exceptional role models for the children and implement clear boundaries. As a result, children display exemplary behaviour. Children who occasionally struggle to regulate their behaviour are supported sensitively by staff who apply consistent strategies to help them. Consequently, children learn how to manage their feelings. The well-established routine is familiar to all children. Children are extremely self-assured and confident. They independently wash their hands, find their packed lunch and select a seat. They eagerly discuss their lunches with staff, telling them they have 'apple and yoghurt' and saying that these are 'good for our teeth', for example.

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

- The manager has a clear vision for what she wants children to learn and has devised a curriculum to support children in their learning and development. Staff fully understand the curriculum. They use children's interest and weave them through challenging learning opportunities and experiences. For example, children practising their cutting skills are given various tools to select from. The most able children are challenged to create pictures from their cuttings, while those who are still learning this skill are supported and given opportunities to keep trying. Children who are more confident are encouraged to help others.
- Parents and grandparents were eager to share their praise for the nursery. They say that children love attending the nursery and do not want to leave. They report that the attention to detail the staff apply to their work and their caring attitudes empower children and motivate them to learn. Additional sessions are provided for children who may need it in order to access targeted learning

sessions. Parents say they love how the nursery gets involved in community events. The clear message from parents and carers is that children feel valued, happy, safe and secure while attending the nursery.

- Staff provide exciting and thought-provoking activities that link to all areas of learning. Children enjoy being creative. They select paint and use their hands and brushes to make marks. They concentrate moulding play dough to look like hedgehogs and add various twigs and pasta for the spikes. They discuss the spikes with staff, saying they feel 'prickly'. Staff skilfully introduce mathematics to activities, encouraging children to count and describe the size of objects.
- Children's understanding of the world is promoted superbly through books, resources and outings. A recent visit to the harvest service at the church sparked an interest in the fresh produce. Staff set up a farm shop to allow children to explore this further. Children relish the opportunity to play 'shopkeeper', while others take their baskets and shop for their lunch. Staff use this opportunity to promote healthy lifestyles through discussions about the fruit and vegetables.
- Partnership working is exceptional. Children transition to school ready for the next stages in their learning. Staff visit the schools to make sure the transitions are as smooth as possible. Parent partnerships are strong, as are those with external agencies.
- Children learn about the world in which they live because staff provide valuable experiences to develop their awareness. Children share their stories from holidays, and staff extend this by teaching children about the different countries, languages and food. Resources and books further support children's learning about festivals and cultures. The nursery joins in with various local community events, such as the scarecrow festival and, more recently, the Queen's Jubilee.
- The passionate and experienced special educational needs coordinator (SENCo) supports families and children extraordinarily well. Support is sought swiftly, and partnership working is excellent. For example, the SENCo ensures that documentation to request early interventions is completed, working across local authorities and also with schools. Her mission is to ensure that children have opportunities, giving them the best possible start at nursery and at school when the time comes. As a result, children with special educational needs and/or disabilities make excellent progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team understand their role in safeguarding children. They are aware of the procedures to follow should they identify any signs or symptoms that may indicate a child could be at risk of harm. These include allegations against their peers. Regular staff meetings provide opportunities for staff to reflect on policies and procedures. The manager implements robust recruitment procedures. Staff carry out daily checks to identify any potential hazards. Staff are deployed effectively so that children are well supervised and cared for. Staff are trained in paediatric first aid.



## Setting details

<b>Unique reference number</b>	EY333573
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10233322
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Pingawings Pre-School Committee
<b>Registered person unique reference number</b>	RP524187
<b>Telephone number</b>	01257 427470
<b>Date of previous inspection</b>	21 November 2016

## Information about this early years setting

Pingawings Pre-School registered in 1985. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds early years professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am to 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Martin

## 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 early years teacher and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a tour and a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Parents and relatives shared their views on the setting with the inspector.
- A sample of relevant documentation, including staff qualifications, was viewed by the inspector and taken into account.
- The manager and the inspector carried out a joint observation and evaluated the practice seen together.

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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