

# Inspection of Mobberley Pre-School Playgroup

Victory Hall, Town Lane, Mobberley, KNUTSFORD, Cheshire WA16 7JQ

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Inspection date: 11 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are offered a wealth of opportunities to help support their learning and development. For example, children learn to control their movements and to be still and calm as they take part in yoga classes. Each week they receive external sports coaching. Children learn a variety of skills which help to support their physical development as well as knowledge of different sporting activities. Nature is treated as an important part of children's education. Children explore the pre-school's nature garden, learning about changes through the seasons. They play outdoors daily, which supports their health and well-being. The pre-school is a key part of the community. Children take part in various community events throughout the year. They often go out, exploring the local area and meeting the people who live in it. This helps children to understand their own place within their community. Children display positive behaviour. They are happy and safe.

Children access a variety of resources independently. They make their own choices about how they play. For example, children use soft toys as animals in role play. The engaging curriculum helps children to develop new knowledge and skills. Children respond positively to the high expectations staff set for them. Children are able to focus and concentrate on activities for extended periods. For example, they sit on the carpet to sing songs about the sounds that letters make. Afterwards, they draw their own snakes on the floor in chalk. They are eager to share their drawings with staff, which shows the positive relationships children have with adults.

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

- Staff know children very well. They plan next steps to meet children's individual needs. Staff create activities and provide purposeful teaching to help children to meet their next steps. Children make good progress in their learning.
- Support for children with special educational needs and/or disabilities (SEND) is good. Staff use a variety of strategies to support children. For example, they hold children's hands to help them to slow down and they use a traffic light system to support behaviour. Staff work with other agencies, such as health visitors and the local authority, to help provide any additional support that children need. Children with SEND are valued members of the pre-school community.
- Support for children's communication and language is good. Staff teach children lots of new words, such as 'attract' and 'repel'. They model language and repeat key words for children. Staff use visual signs to support children's understanding. This helps children to become confident communicators.
- Children usually behave well. However, there are times when staff intervene to support children's positive behaviour. At these times, staff do not always explain

to children why they are expected to behave in a certain way. For example, children are told not to run, but it is not explained why this is a rule in this area. This inhibits children's ability to understand the expectations set for them.

- Children are highly motivated to learn and are captivated by engaging activities. For example, children explore magnets, investigating what materials are magnetic and which ones are not. They eagerly explore the large hall with magnets, seeking out magnetic materials. This helps to make learning exciting for children so that they become fully involved.
- Staff help children to develop their independence skills. Children take off their own coats and hang them up when they arrive. They put their belongings by their name. Children pour their own drinks at snack time. Staff encourage children to wipe their own noses, put their tissues in the bin and use hand gel. Children develop a good level of independence and self-care skills.
- Partnerships with parents are positive and valuable. Staff consider how best to communicate with parents to suit their individual needs. This means that parents receive communication in a way that works best for them. Staff send home 'Kevin the kangaroo' with children, which provides a talking point for families and staff. Parents know how to continue and extend children's learning at home.
- Staff undertake a variety of training to support their individual needs. Supervisions are effective at identifying training needs. This helps to ensure staff practice is always improving. The management team provides good support for staff, which helps them to fulfil their roles to the best of their ability.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the different types of abuse and what signs they are alert to. They know how to report any concerns they have. Staff attend a variety of safeguarding training courses to help them to keep their knowledge up to date. This helps them to remain vigilant at all times. Robust procedures are in place for recruiting new members of staff to help ensure they are suitable to work with children. Staff keep accurate records of children's arrival and leaving times, along with which adult was present. This helps them to understand which adults are known and familiar to children.

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

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

- strengthen behaviour management strategies to help children to understand what is expected of them and why.

## Setting details

<b>Unique reference number</b>	305195
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10231396
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Mobberley Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524953
<b>Telephone number</b>	07771426292
<b>Date of previous inspection</b>	16 December 2016

## Information about this early years setting

Mobberley Pre-School Playgroup registered in 1969 and is based in Mobberley. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9am until 3pm. The pre-school provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 manager, the deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views with the inspector.
- 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 provided the inspector with a sample of key documents on request.
- The inspector carried out a joint observation with the deputy manager.

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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