

Inspection of Winwick Pre-School Nursery

Winwick Leisure Centre, Myddleton Lane, Winwick, Warrington, Cheshire WA2 8LQ

Inspection date: 6 December 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Since the previous inspection, the standard of care and education has declined. The provider, who is also the manager, has failed to meet some of the requirements of the 'Statutory framework for the early years foundation stage'. She has not had sufficient oversight of the setting to ensure that children experience a broad and balanced curriculum. This has a significant impact on the quality of education, which is poor. Children do not receive good quality learning experiences to build on what they know and can do.

In the absence of the manager, staff roles and responsibilities are not clearly defined. As a result of this staffing structure, the curriculum is not planned well enough, which hinders children's learning. Staff do not set high expectations for children's learning. Too little is done by the manager to monitor and support staff's teaching, knowledge and skills. Consequently, children do not make the progress they are capable of. Furthermore, the key-person system is not effective. Staff do not assess what children know and can do. As a result, they are unable to plan for children's next steps in their development. This means that children do not develop the skills they require for their future learning.

Children's behaviour and attitudes to learning are poor. Staff do not plan exciting activities to spark their excitement and curiosity. As a result, too often, children wander aimlessly and do not engage in purposeful learning. That said, children are well behaved and they listen and respond positively to the staff. For example, during register time, children say 'good morning' to each other and to all the adults in the room.

Children are happy and safe. They wave their parents goodbye, place their belongings on their peg and go off to play.

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

- The manager has failed to notify Ofsted of significant changes to the leadership and management of the setting, which is a requirement of registration. This does not demonstrate effective leadership and management. It also affects the quality of education and care.
- Staff have a poor understanding of what they want children to learn. Too much focus is placed on the activity, rather than the learning. For example, all children use a pre-cut Christmas tree template and decorate it with stickers. While children enjoy this activity, it does not foster their imagination and creativity. Furthermore, there is insufficient challenge for older children. This means that children do not have opportunities to further extend their learning.
- Children are not supported to develop their communication and language skills,

and they are not exposed to good quality language structures. For example, when conversing with children, staff ask closed questions, such as 'What colour?', 'What shape?' and 'What letter?' This does not help children to engage in meaningful conversations.

- Children are developing some skills in their independence. For example, they use the toilet and wash their hands as they prepare for snack time. However, they are not provided with consistently good opportunities to take responsibility for their own self-care.
- There are no arrangements in place for the supervision of staff. Staff are not provided with feedback on areas to develop their practice. This does not enable them to provide a good standard of education for the children in their care. Staff access mandatory training but do not receive sufficient support, coaching and training to improve their practice. This leads to poor quality of care and education for children.
- Despite weaknesses, children are happy and settled. Throughout their time at the setting, they are able to choose from a selection of resources, such as jigsaws, storybooks, construction play and climbing equipment. The environment provides opportunities for children to play and explore with their friends.
- Parents report that their children are happy at the setting. They state that they feel supported and well informed about their children's daily activities. However, the majority of parents do not know who their child's key person is. This means that parents do not have an established primary point of contact to support their children's progress and development.
- Children develop relationships with staff, who are kind and caring. When children arrive at the setting, they receive a warm and friendly welcome from staff as they say 'good morning' to each other. Children are beginning to understand their own feelings and those of others.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe at the setting. The premises are clean, safe and secure. Children learn about road safety. For example, they learn how to cross busy roads when they go on outings. Staff are qualified to administer first aid, and effective systems are in place to record and monitor accidents. This information is shared with parents, which helps to promote children's safety. Staff have knowledge and understanding of the possible signs that a child may be at risk of harm. They also know the correct actions to take if they are concerned about a child. All staff have completed mandatory safeguarding training, which helps to keep their knowledge of child protection up to date.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that there is a manager in place with appropriate training, skills and knowledge, who has clear understanding of their roles and responsibilities	13/01/2023
implement an effective key-person system to meet all children's individual needs, and share this information with parents	13/01/2023
implement a process for staff supervision, to ensure that staff receive effective training, coaching and support to fulfil their roles and responsibilities.	13/01/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a broad and challenging curriculum that is planned to stimulate children's interests, so that children can become deeply engaged in their learning and develop at the rate of which they are capable.	27/01/2023

Setting details

Unique reference number	315255
Local authority	Warrington
Inspection number	10264687
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	13
Name of registered person	Iddon, Ann
Registered person unique reference number	RP512329
Telephone number	01925 241545 (morn)
Date of previous inspection	22 June 2017

Information about this early years setting

Winwick Pre-school Nursery registered in 1985. The pre-school employs two members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school terms. Sessions are from 9.15am until 12.15pm. There is a lunch club from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anita Dunn

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 inspector spoke to children, to find out about their time at the setting
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 joint observations of group activities with the supervisor.
- The inspector spoke to several parents during the inspection and took account of their views.
- The supervisor showed the inspector documentation to demonstrate the suitability of staff.

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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