

# Inspection of Capenhurst Village Pre School

Capenhurst Village Hall, Capenhurst Lane, Ellesmere Port, Cheshire CH1 6HE

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Inspection date: 16 February 2023

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

Not applicable

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

### The provision is good

Children are excited to learn in this pre-school, which is centred around their current interests. Due to the COVID-19 pandemic, children wave their parents off as they are dropped off at the door. They form caring friendships with peers and secure attachments with staff. This helps them to feel safe. Children enter the pre-school eager to join in with the activities provided. They play co-operatively together and give each other positive praise when they achieve a goal. For example, children practise throwing and catching a ball to each other and say 'that was amazing'. This boosts their self-confidence. Staff have high expectations of children. They laugh and smile as they take turns in the game. They show understanding of boundaries and wait patiently until it is their turn.

Children show a positive attitude to learning. They benefit from opportunities to develop their independence skills. For example, they can put on their own coats and spread butter onto their toast at snack time. Staff further encourage the importance of developing children's independence through discussions with parents. This helps children to become confident individuals in preparation for school.

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

- Partnerships with parents are good. Parents explain the pre-school is 'supportive, amazing and has fantastic communication'. They benefit from regular updates on their children's learning. This keeps parents up to date on their children's development and how to support them with their learning at home.
- Staff teach children and parents about the importance of healthy living. For example, parents are given packs to support brushing teeth at home and children access healthy snacks and drinking water in the pre-school. Children have visits to pre-school from the dentist, and explain 'we brush our teeth after dinner to keep our teeth clean'. Consequently, children understand the importance of oral health.
- Staff provide children with experiences to enhance their physical development. They show a love for the outdoors as they run, climb, balance on apparatus and practise throwing, kicking and catching a ball. This supports children to develop core strength in their bodies. This helps to build a strong foundation for future success.
- Staff feel that leaders support their well-being and development effectively through supervision meetings. However, there are gaps in the current coaching and mentoring system to improve quality teaching to a higher level. For example, staff are not given regular feedback on their practice and sometimes miss out on opportunities to extend learning. As a result, they are unclear on

what leaders intend children to learn and do not always push children to their full potential.

- Leaders select age-appropriate stories to support children's learning and they encourage children's love for reading. During quiet time, children hold a book correctly and turn the pages. They smile and laugh as they use their imagination to tell their own stories to each other using the pictures in the book. This supports children's communication and language and literacy development.
- Children are eager to explore the world around them. They use magnifying glasses to search for bugs outside. Older children are confident to talk about what they find and how to look after bugs. In addition, staff teach children about festivals and celebrations around the world. Children have recently learned about 'Valentine's Day'. Children learned about love, care and kindness towards others.
- Children's behaviour is good. They understand instructions and follow the routine of the day well. For example, when they hear the 'tidy up' song, they work together as a team to tidy the resources away. Staff act as positive role models and encourage polite manners. As a result, children show how they are kind, caring and respectful individuals. Children start to learn to take responsibility and ownership for their environment.
- Leaders and staff support children with special educational needs and/or disabilities well. They identify strategies to support individual needs of children. This means gaps in learning and behaviour are quickly identified and children make good progress in learning.

## Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure in this pre-school. There is a designated safeguarding lead, who updates and trains staff on their policy and procedures in termly staff meetings. Staff are aware of their responsibility to report a concern about children's welfare. They know who to report concerns to in the pre-school and where to find the information to report to the local authority. This shows staff are aware of their role and how to keep children safe from harm. Leaders follow safer recruitment when employing staff and ensure that stringent checks have been carried out before they start working with children. Staff understand the referral procedure should they have concerns about their leaders or colleagues.

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

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

- develop an effective coaching and mentoring system to help staff raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	2588491
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10263290
<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 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Capenhurst Village Pre-school Limited
<b>Registered person unique reference number</b>	2588489
<b>Telephone number</b>	07724586611
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Capenhurst Village Pre-School registered in 2020. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. They offer breakfast club from 8am until 9am, and after-school club from 3:15 until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are five staff members who are employed at this pre-school. Of these, four hold a relevant level 3 qualification.

## Information about this inspection

**Inspector**  
Danielle Kelly

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.

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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