

Inspection of Oldfield Pre-school

Green Lane, Vicars Cross, CHESTER CH3 5LB

Inspection date: 27 March 2023

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

The provision is good

Children confidently separate from their parents on arrival. They are welcomed at the door by happy and enthusiastic staff. Children settle well and are eager to see what exciting things are planned. This helps support children to feel safe, secure and self-assured.

Clear and consistent systems are in place to help support children's behaviour. For instance, visual timers are placed in areas for children to access, resulting in them waiting patiently for their turn. Staff are good role models. They have a calming and gentle tone and demonstrate a loving and caring nature towards children. In turn, children play well together, seek out their special friends and thrive from positive and friendly interactions. Children's behaviour is good.

Children thoroughly enjoy their time at the pre-school and benefit from a wide range of stimulating activities that cover all the areas of learning. For example, children show great delight and concentration as they take part in creative activities. Staff are close by to provide ideas and offer suggestions as they support children in grasping new concepts and mastering new skills, such as using scissors and identifying the letters in their name. Staff provide lots of praise and encouragement to children. As a result, children have positive attitudes to learning.

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

- On the day of inspection, it was found that the provider had not informed Ofsted of significant events which is a requirement of their registration. However, this does not have any impact on children's safety or well-being. During the inspection, the acting manager and committee members displayed a positive attitude and were very proactive in taking immediate steps to rectify the issues.
- The acting manager is supported well by the committee and together they meet regularly to discuss future developments for the pre-school. The staff team evaluate and reflect on its daily practice and hold regular meetings to share ideas. Staff supervision meetings are carried out to help ensure that all staff feel supported. Staff discuss their successes and help to plan their future professional development needs. Precise targets are set and carefully monitored for each member of staff. This helps staff to continue to deliver a high level of quality of care and learning for all children.
- Overall, staff prepare children well for their future learning. Children follow routines well, listen to instructions and are given independent choices of what they would like to access throughout the day. However, at times, children are not always given the opportunities to extend their independence to build on their self-care needs. This is because occasionally, some staff carry out these tasks for them, such as zipping up children's coats, wiping their noses and serving

them drinks.

- The curriculum is ambitious and sharply focused on children developing skills that will support them in readiness for school. Staff know what children can already do and provide appropriate activities that will capture their interests and support them in what they need to learn next. As a result, all children are making good progress, including children who have identified gaps in certain areas of their learning.
- Children's physical development skills are supported well. For example, they use their arms to hold on to hoops and run and swing their bodies in the air. Children show great concentration as they steer and ride bikes. This contributes to children being active and helps increase their spatial awareness and coordination.
- Children sing along to songs and rhymes. They seek out staff and invite them to read stories and talk about what they can see in pictures. Staff use a range of opportunities to extend children's understanding and vocabulary. For example, they introduce new descriptive words, such as 'investigation' and 'reflective' paper as children search for different materials to use on their creations. As a result, children's communication and language skills are supported well and they are becoming confident communicators.
- Partnerships with parents are good. Parents complete regular questionnaires to capture their views. They speak positively about the progress that their children have made and appreciate the suggestions that are given in order for them to extend their children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The acting manager and staff have a good understanding of the importance of safeguarding children. There are safeguarding policies and procedures in place and staff are aware of the correct procedures to follow should they have any concerns regarding children's welfare. Staff carry out regular risk assessments of the areas that children have access to. All staff hold a paediatric first-aid qualification. This provides staff with the knowledge and skills to support children if a minor accident occurs.

What does the setting need to do to improve?

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

- support staff to consistently promote children's independence skills, to encourage them to carry out self-care tasks for themselves.

Setting details

Unique reference number	305229
Local authority	Cheshire West and Chester
Inspection number	10280694
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Oldfield Pre-School Committee
Registered person unique reference number	RP524230
Telephone number	01244 317056
Date of previous inspection	22 September 2017

Information about this early years setting

Oldfield Pre-school registered in 1974. It is run by a voluntary management committee. The pre-school operates during term time only, from 8.30am to 3.30pm, Monday to Friday. It receives funding to provide free early education for three- and four-year-old children. There are nine members of staff who work with children, of these, eight hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector
Kellie Lever

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 acting manager and has taken that into account in their evaluation of the pre-school.
- The acting manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 a group activity with the acting manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the 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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