

Inspection of Mollington Pre-School

The Old School, Grove Road, Mollington, Chester CH1 6LG

Inspection date: 27 March 2023

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
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

Leaders have not notified Ofsted of the changes to any of the committee members as required. As a result, Ofsted has been unable to carry out the required checks to ensure committee members are suitable to be part of an organisation which works with children. This undermines children's safety.

Despite this, children enjoy spending time at this calm and friendly pre-school. Children settle into the routines of the pre-school quickly. Staff have established positive relationships with children. They treat children with respect and listen attentively when children are talking. Children behave well. Older children are kind and caring towards younger children. They give plant pots to their friends and readily share the spades as they fill them up with soil.

The manager has created a broad and balanced curriculum. Children enjoy the range of well-planned activities. Staff know where children are up to in their development and they plan appropriate next steps in their learning. They prioritise children's communication and language skills. Staff provide children with plenty of opportunities to share their news and to have purposeful conversations with them. Children are confident communicators.

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

- Ofsted has not been able to undertake the necessary checks to make sure that committee members are suitable. This is because changes to the committee members have not been notified to Ofsted. This leaves the suitability of these individuals unknown. The committee members come into the pre-school to help with activities. They participate in supervision meetings and discussions that contain confidential information. Leaders who have oversight of the pre-school do not have an in-depth understanding of their roles and responsibilities. This poses a potential risk to children's safety and welfare.
- Children's physical development is promoted well. They have copious opportunities to climb, balance and run around in the outdoor area. Younger children show a 'can-do' attitude as they balance along the stepping poles. Older children ride around on scooters and bikes outside. This helps to build up their large-muscle movements.
- Staff plan opportunities for children to be independent. Younger children wash their hands by themselves before snack time. Older children put the superhero and princess costumes on by themselves. They take their own coats off when they come inside. This helps children to make progress with their personal development.
- Staff promote children's communication skills well. They teach children about why we celebrate Easter as they read simple stories to them. Staff teach

children new vocabulary as they sing songs, share stories and interact with children. This helps children to make good progress in their language development.

- Children's behaviour is good. They listen and follow staff's instructions well. Children work well as a team to tidy away the toys during tidy up time. They clean the wipe boards and carefully carry trays back to the shelves together. This helps children to learn about taking responsibility for tidying up after themselves.
- Staff support children in their readiness for school. They regularly take them to local schools to participate in activities in their new classroom. Children have many opportunities to meet the new staff working in the schools. This helps to provide a smooth transition into school.
- Staff plan whole-group activities. For example, staff read stories and children take part in whole-group discussions. However, at times, not all children benefit from these learning opportunities. This is because the learning is not tailored to meet the individual development needs of children, especially for less-confident and quieter children.
- Staff invite firefighters into the pre-school to learn about their jobs. Children learn about the different houses their peers live in as they complete their 'welly walk' around the community. Staff teach children about which materials they can recycle in their packed lunch. Children learn about how they can reuse materials. This helps them to learn about the wider world.
- Parents are happy with the service provided. They are thankful for the regular updates they receive about children's learning and development.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have robust recruitment procedures in place for the appointment of new committee members. The nominated individual has not supplied Ofsted with information about members of the committee to enable suitability checks to be completed. This is a potential safeguarding risk to children. Despite this, staff have a good understanding of the signs and symptoms of abuse. They know the correct procedures to follow if they have concerns about a child. Staff supervise children as they play. They carry out regular fire evacuation drills with children. Staff teach children how to keep themselves safe, such as how to carry scissors safely when they are walking to their table.

What does the setting need to do to improve?

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

	Due date
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ensure that all people working with children have undergone necessary checks to determine their suitability	24/04/2023
ensure leaders have a secure understanding of their role and responsibilities, particularly with regard to safer recruitment.	24/04/2023

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

- support staff to organise planned group activities effectively to meet the individual development needs of children, especially less-confident and quieter children.

Setting details

Unique reference number	EY255969
Local authority	Cheshire West and Chester
Inspection number	10280005
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	20
Number of children on roll	20
Name of registered person	Mollington Pre-School Committee
Registered person unique reference number	RP521278
Telephone number	01244 853812
Date of previous inspection	27 September 2017

Information about this early years setting

Mollington Pre-School registered in 2002 and is run by a voluntary management committee. The pre-school employs seven members of staff. Of these, four hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 4. The pre-school is open from Monday to Friday, from 9am to 3pm, during term time only. It receives funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The manager and the inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

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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