

Inspection of Manley and Mouldsworth Pre-School Playgroup

Manley Village School Playfield, Mobile Units, School Lane, Manley, Frodsham WA6
9DU

Inspection date: 28 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
---	------

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this vibrant setting. They are happy, safe and content. Children leave their parents with ease and greet their friends with cuddles. They have a strong sense of belonging and are keen to share their artwork with the inspector. Children behave well and show positive attitudes towards their learning. They show good levels of perseverance while using play apparatus outdoors. Children are considerate towards others and cheer their friends on while playing ring games.

Children enjoy playing football and giggle with delight while riding bicycles. Younger children delight while exploring sand and water. Older children show an interest in the life cycles of animals. They learn about ducks and help to look after eggs until they hatch. Children talk about frogspawn and observe the changes that occur, such as when tadpoles appear. Children enjoy taking part in imaginative play. They enact roles of chefs and make 'special food' for their friends. They care for dolls and pretend to travel to a 'magical kingdom'. Children relish taking part in dance lessons and learn how to move their bodies to music.

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

- The provider has not kept Ofsted informed of all persons involved in the organisation of the setting. However, this does not have an impact on the safety or well-being of children. Leaders now understand the importance of keeping Ofsted informed.
- Leaders are relentless in their pursuit to ensure that every child at the setting has the best start to their early education. They tailor the curriculum to maintain the interest of children, such as introducing mathematics through creative activities. Children beam with delight while counting and learning about shapes. Staff support children to make good progress and gaps in learning close.
- Overall, staff teach children well about the world that they live in. They talk to children about recycling, and caring for animals and for the environment. However, leaders acknowledge that they would like to better support children to gain a broader understanding of differences and similarities beyond their own experiences. For example, by teaching children about different people and communities.
- Leaders give staff well-being high priority. They ensure that staff workload is manageable. Staff morale is high and staff report that working at the setting is like one big family. Leaders identify that they would like to strengthen the current arrangements for staff supervision, to help raise staff practice to a higher level.
- Leaders think carefully about the best ways to spend additional funding. They provide children with experiences that they might not usually have. These

include train rides and visits to the forest. Children relish these opportunities and excitedly talk about the train station and trees at the forest.

- Children demonstrate a love of reading. They select books to read with their friends and talk about the illustrations. Children take books home to share with their families. They listen with interest when staff read to them and giggle with delight while enacting roles of different characters. Children learn that print carries meaning.
- In the main, staff support children's communication and language skills well. They introduce new words to children and teach them letter sounds. However, on occasion, some staff do not give children enough time to think and respond to questions. This does not support children's speaking and thinking skills to the highest level.
- Care practices are excellent. Staff are caring and loving towards children. They spend time getting to know children and their families. Children settle well and form secure friendships.
- Partnership working is strong. Leaders keep parents informed of their children's time at the setting. They organise family events with the local community. Links with external professionals and local schools are rooted in mutual respect. This united approach ensures that children's care and learning needs are met.
- Children show good levels of independence. They help to tidy toys away, put their own coats on and tend to their own physical needs. Children develop the necessary skills in readiness for their next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their roles and responsibilities to keep children safe and protected from harm. All staff receive child protection training and understand the referral procedure. Leaders ensure that staff are aware of changes in policy and legislation. They ensure that staff understand the steps to take if there is an allegation against a colleague. Staff teach children about e-safety and how to keep themselves safe. Children help to risk assess the outdoor area with staff. Robust recruitment processes are in place and staff have had stringent suitability checks.

What does the setting need to do to improve?

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

- better support children to gain a broad understanding of differences and similarities beyond their own experiences
- develop further the supervision sessions for staff to better support them in raising their practice to a higher level
- allow children more time to respond to questions to enhance their communication and thinking skills.

Setting details

Unique reference number	305181
Local authority	Cheshire West and Chester
Inspection number	10285793
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	18
Number of children on roll	24
Name of registered person	Manley and Mouldsworth Pre-School Committee
Registered person unique reference number	RP527293
Telephone number	01928740533
Date of previous inspection	19 October 2017

Information about this early years setting

Manley and Mouldsworth Pre-School Playgroup registered in 1973. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. They are open from Monday to Friday, from 9am until 3pm, term time only. The pre-school also offers wraparound care from 7.45am until 9am, and 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Luke Heaney

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 his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023