

# Inspection of Church Coppenhall Pre-School

BAPTIST CHURCH, West Street, Crewe CW1 3HE

---

Inspection date: 17 May 2023

---

## **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

Children's safety is compromised at this setting. This is because the manager and staff do not have the acquired knowledge to support children's individual needs. For example, staff are unaware of what some children's first language is, and they do not communicate effectively with their parents. This puts vulnerable children's safety and well-being at risk. Due to failures in the leadership and management of the setting, staff are not aware of their weaknesses and any targets for improvements. This hinders children's ability to make progress and have their individual needs met.

Staff provide activities based on some children's interests. For example, children enjoy playing with the many pirate-themed activities and resources staff have chosen. In the main, children are engaged as they dig for treasure in the sand and make cups of tea for staff in the role-play area. However, staff fail to differentiate learning between younger and older children. This leads to older children not being challenged in their learning and becoming bored in their play. Children behave generally well. However, there are occasions, such as tidy-up time, where children lack direction from staff. During these times, children become disruptive, and they are not motivated to help their peers and staff.

The nursery's designated special educational needs coordinator has some understanding of how to support children with special educational needs and/or disabilities. However, leaders and staff do not always consider when children may require extra intervention from other professionals. Consequently, these children are at risk of not receiving important referrals to other professionals that they may need.

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

- Leaders do not ensure that staff have an adequate knowledge of how young children learn. Furthermore, leaders do not ensure that staff have sufficient teaching skills to help children learn. The arrangements for the supervision of staff are weak. Leaders do not provide staff with consistent levels of coaching or monitoring to support them to improve their practice. The manager does spend time in the rooms with the children. However, this time is not used to model or observe practice effectively. As a result, the quality of teaching is poor.
- The manager has some plans in place to support children to be ready for their move to school. For example, staff encourage older children to use the toilet independently. However, the overall curriculum is not planned or embedded well. In the main, staff are not aware of what they want children to learn. Therefore, children do not make the progress they are capable of.
- Staff have completed their mandatory training, such as child protection.

However, leaders do not ensure that all staff receive training that targets specific teaching skills and helps staff to support different groups of children. For example, the nursery has a large group of children who speak English as an additional language. There are times when these children are upset. Staff do not have effective measures in place to communicate with these children. Therefore, staff are not able to support them emotionally. This means that children's emotional needs and well-being are not always being met.

- There are opportunities for children to develop their physical skills. Children enjoy kicking balls in the outdoor space, and staff take the children on regular trips to the park. In addition, children enjoy going for walks to the local café for toast. This supports children to develop some social skills.
- The key-person system is not effective. Staff do not know the children well enough to support their individual needs. Staff assess the children's development termly. However, they do not accurately assess children's stage of learning due to a lack of understanding of child development. Furthermore, staff are not aware of children's next steps in learning and how to support them. This impacts on the outcomes for children.
- Leaders have developed partnerships with some parents. However, essential information, such as children's development and progress, is not always shared with parents. Parents are not aware of what their children are learning at the setting or how they can support this at home. This does not build consistent learning for children between the setting and home.
- When children start at the setting, they receive a pack with toothpaste and a toothbrush to take home. Leaders also share their lunch box policy with parents. However, staff do not support children to learn about hygiene practices, such as handwashing and how to keep their teeth healthy. For example, staff do not encourage children to drink water throughout the day. Instead, children are given the option to drink juice. In addition, staff do not always encourage children to wash their hands after wiping their noses. They do not always check that children have washed their hands after visiting the toilet. Systems to support children's health and well-being are poor.

## Safeguarding

The arrangements for safeguarding are not effective.

Due to weaknesses in the leadership of the setting, children's individual needs are not met. The manager, who is also the designated safeguarding lead, does not demonstrate a secure knowledge and understanding of the importance of working with other professionals involved in the welfare of children. She does not understand the requirement for sharing information, such as through multi-agency meetings, to ensure that the needs of all children are met. This places vulnerable children at risk of harm. Nevertheless, staff demonstrate a suitable understanding of child protection issues. They are aware of the signs of abuse and know how to report these if they are concerned about a child's welfare. Staff are also aware of who to contact should they have concerns about the suitability of any staff members to work with children.

## 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 effective arrangements for the supervision of staff who work with children are in place to promote the interests of children	09/06/2023
ensure staff receive training that is focused to meet the needs of all children, with particular regard to those children who speak English as an additional language	09/06/2023
ensure that the key-person system is effective and supports staff to implement an ambitious curriculum which meets the individual needs of all children	09/06/2023
ensure systems are in place to support children's health and well-being	09/06/2023
ensure key information is shared with parents and other professionals working with children, to help meet the needs of all children.	09/06/2023

## Setting details

<b>Unique reference number</b>	EY474650
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10285474
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Church Coppenhall Playgroup Committee
<b>Registered person unique reference number</b>	RP524943
<b>Telephone number</b>	01270 213934
<b>Date of previous inspection</b>	6 October 2017

## Information about this early years setting

Church Coppenhall Pre-School started operating in 1971 and registered at its current address in 2013. The pre-school is situated in the Crewe area of Cheshire and is managed by the Church Coppenhall Playgroup Committee. The pre-school is accessible to all children by stairs or a stair-lift. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and three hold a qualification at level 3. The pre-school opens Monday to Thursday, from 8.45am until 2.45pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jade Patten

## Inspection activities

- This was the first routine inspection the setting 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 pre-school.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 manager and inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023