

Inspection of Waverton Pre School

Common Lane, Waverton, CHESTER CH3 7QT

Inspection date: 8 June 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 are welcomed at the pre-school gates by friendly and familiar staff. They happily part from their parents and eagerly run in to join their friends. Time is taken for parents to exchange information that will help staff to support the children throughout the day.

The air is filled with laughter and chatter as children busily explore the stimulating activities that capture their attention. For example, children navigate tricycles and scooters outdoors. They push them up ramps, steady themselves and joyfully ride down the hill, demonstrating great coordination and control. Other children focus intently as they master the skill of rolling large hoops across the ground. They then compare the time, distance and speed that it has rolled. This helps to support children's physical skills and further increases their awareness of early mathematical concepts.

Children access a wide range of books and reading materials that are available. They sit together and discuss pictures and the differences and similarities that they can see. Furthermore, children bring books to staff and ask them to read. They listen carefully as they learn facts about insects, butterflies and seashells. Children are developing a love of reading, increasing their language skills and their ability to understand words in context.

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 a change to committee members, which is a requirement of their registration. However, this does not have any impact on children's safety and well-being, as these committee members do not come into contact with children. During the inspection, the manager displayed a positive attitude and was very proactive to take immediate steps to rectify the issues.
- The staff continually evaluate the learning environment together. They share their ideas and provide suggestions of any changes or adaptations that are needed. Furthermore, staff meet with the manager and discuss their personal strengths and professional development. This helps them to gain a good understanding of their role and responsibilities in supporting children's care and development.
- Overall, children are making good progress, including children who have special educational needs and/or disabilities. Staff get to know children well and follow their interests. They observe children as they play and plan further learning opportunities that will help support their next stage of development. However, although staff interact well with children, at times, some are too quick to step in and solve problems for them. This prevents children from fully extending their

critical thinking skills.

- Generally, children's behaviour is good. They seek out their special friends and invite them into their play. Children offer each other caring gestures, such as holding hands, and place their arm around their friends' shoulder for reassurance. This helps to build children's confidence and social skills. Furthermore, staff are good role models. They remind children about being kind and sharing. However, although staff are close by to assist children during minor disputes, some staff do not always support children to understand why their behaviour is not acceptable or how it affects others.
- Children are very well prepared for their transition on to school. They carry out tasks independently, such as putting on their coats and shoes and pouring their own drinks. Furthermore, they attend weekly visits to the connecting school and take part in activities. This helps to support children to feel safe and emotionally secure as they familiarise themselves with their new learning environment and make relationships with their new teachers.
- Children's good health is promoted well. For example, children have conversations about the importance of brushing their teeth and learn about cavities and plaque. They grow and harvest vegetables and talk about healthy foods, such as carrots and fruit. This helps to extend children's understanding of the importance of leading healthy lifestyles.
- Parents speak fondly about the staff. They comment how well staff get to know their children and meet their individual needs. Parents are given regular updates of their children's progress. They are provided with ideas of how they can further extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their role and responsibilities of keeping children safe. They deploy themselves effectively and supervise children well as they play. Staff carefully risk assess the environment throughout the day to minimise any hazards or dangers to children. For example, they apply sun cream on children when they are outdoors and encourage them to sit safely on chairs. Safeguarding policies are in place, and staff can confidently explain the procedure to follow if they have any concerns about children's welfare.

What does the setting need to do to improve?

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

- allow children more time to work things out for themselves to help further develop their critical thinking skills
- ensure staff manage behaviour consistently to help children enhance their understanding of why and how their behaviours affect others.

Setting details

Unique reference number	304995
Local authority	Cheshire West and Chester
Inspection number	10288903
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	33
Name of registered person	Waverton Pre-School Committee
Registered person unique reference number	RP904844
Telephone number	01244 332579
Date of previous inspection	6 November 2017

Information about this early years setting

Waverton Pre School registered in 1999. It is located in Waverton, Chester. The pre-school employs five members of childcare staff. Of these, four have appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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 provider and has taken that into account in their evaluation of the provider.
- The managers 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 a joint observation of a group activity with the manager.
- Parents shared their views of the pre-school 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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