

# Inspection of Mossley Pre-School

Boundary Lane, Congleton, Cheshire CW12 3JA

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Inspection date: 19 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this pre-school. They develop their independence skills. Children learn why they need to do things, such as wearing a hat in the sun to shade their faces. Children take responsibility for finding their own hats and putting them on. Staff support children to develop their balance, spatial awareness and agility. For example, through using ride-on toys. Children develop their large muscles as they paint the fences using water. They develop their small-muscle control and precision while using paint pens to express themselves creatively. This helps with hand-eye coordination to prepare them for early writing. Children set themselves simple goals, have confidence in their own abilities and wait for what they want. Children enjoy completing puzzles and jigsaws with the support of staff. This helps children to develop proficiency, control and confidence.

Leaders have made considerable improvements to the pre-school since the last inspection. They have worked closely with the local authority to improve practice. Staff well-being is a priority. The team work closely together and support each other. This helps staff to support children to learn to manage their feelings and develop a positive sense of self. This creates a calm and nurturing environment for children to learn and play in.

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

- Leaders have a clear and ambitious curriculum in place. Staff have a good knowledge of this and how young children learn. Children's learning is well sequenced and supports them to make good progress. Staff plan learning experiences for children that prepare them well for their next stage in learning, such as their move to school.
- Staff plan clear intentions for children's learning, which ignite their interests. Generally, staff weave children's next steps in learning into their play. This supports most children to develop good levels of engagement and involvement in their learning. Occasionally, some children's individual next steps are not fully supported during the different experiences. Consequently, at times some children move quickly between activities and do not always develop their attention skills to the highest level.
- Staff are close by to support children's learning and development. They ask questions that encourage children to think critically and introduce new concepts to them. Children learn how to keep their teeth healthy. They have great fun practising brushing model teeth. Staff use stories during activities to support children's learning. This helps children to develop a love of reading.
- Staff have pre-school rules to support children to understand the expectations. Children have a good understanding of these and the importance of following them. Children behave very well in this pre-school. They are patient and wait

their turns. Children listen to staff and their friends.

- Children enjoy ample time outside in the fresh air. They explore citrus fruits in a large water tray. Children discuss the smells and textures of the fruit. Staff support children and encourage them to problem solve and test out their ideas. This supports children's physical and emotional well-being.
- There is an effective key-person system in place. Staff know children well. They develop positive partnerships with parents and share key information. Staff support children with special educational needs and/or disabilities well. All staff know children's targets and support them to achieve these. For example, staff model language and repeat words to support children to make good progress with their speech and language development.
- Leaders evaluate the provision well. They provide staff with constructive feedback to help them improve their practice. Staff carry out peer observations on each other. These allows staff to share good practice. Staff have a secure knowledge and understanding of their roles and responsibilities. They are aware of the pre-school policies and procedures and the importance of following these. This ensures that all children are kept safe.
- Parents speak highly of the nursery and staff. They comment on how their children have developed socially, emotionally and educationally since attending this setting. Parents comment on how kind and patient staff are. They know who their children's key person is and express how their children's confidence has grown because of these relationships. Parents know what their children are working on and feel confident to continue this learning at home. This provides children with continuity in care and education.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of the pre-school safeguarding policy. They are aware of the potential signs and symptoms of abuse. Leaders and staff know how to correctly report concerns about the welfare of children. They have a good understanding of how to report allegations against staff. Leaders and staff have clear procedures for recording accidents and pre-existing injuries. They report accidents to parents promptly. Staff are trained in paediatric first aid and understand how to administer first aid. This helps keep children safe and secure in this pre-school.

## What does the setting need to do to improve?

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

- continue to support all children's emerging individual next steps during learning experiences and promote all children's focus and attention.

## Setting details

<b>Unique reference number</b>	EY556064
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10249416
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Mossley Pre-school Committee
<b>Registered person unique reference number</b>	RP521856
<b>Telephone number</b>	07896 442702
<b>Date of previous inspection</b>	6 July 2022

## Information about this early years setting

Mossley Pre-School registered in 2019 and is situated in Congleton, Cheshire. The nursery employs six members of childcare staff. Of these, five hold appropriate childcare qualifications at level 3 or above. The pre-school operates from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded places for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Fenwick

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.

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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