

Inspection of Moulton Pre-School

Back Room Moulton Village Hall, Main Road, Moulton, Cheshire CW9 8PB

Inspection date: 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop close attachments with staff in this bright and cosy pre-school. Staff are nurturing and supportive and help children to feel safe and emotionally secure. They take time to find out personal information about children when they first start, helping them to settle effortlessly. Staff support children to build on what they already know and can do and have high expectations for their progress. For example, children confidently recall aspects of previous learning, such as remembering how to use scissors correctly when cutting papers for their rainbow fish collages. Staff give an abundance of praise when children persevere at challenges. Children beam with pride and are developing positive attitudes to learning.

Children relish their time outside and demonstrate good physical dexterity as they kick balls and practise scoring goals. Children enjoy exploring the secure outdoor area and laugh infectiously with their friends as they race to catch the bubbles before they pop. Staff interactions with children are carefully considered. They give clear and consistent behavioural messages and model good manners and expected behaviours exceptionally well. They ask thought-provoking questions, extending the children's understanding and allowing sufficient time for children to respond. Children form close friendships, become deeply engrossed in their play and are thoughtful and caring towards their friends.

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

- Leaders are committed to providing a high standard of care and education for children in the local community. Parents speak highly about the pre-school and comment on the progress their children have made. Partnership working is a strength of the pre-school. The well-established links with various external professionals help to ensure that all children, including children with special educational needs and/or disabilities, receive the relevant support and intervention to help them make good progress. Funding allocated to these children is used to implement specific and personalised support.
- Children access a broad curriculum that helps to ensure they embed skills across all areas of learning. Staff follow children's interests and provide plenty of opportunities for children to develop their small-muscle skills in readiness for future writing. Children benefit from good links with the local primary school and are well supported through visits and discussions for their move on to school.
- Hygiene practices are effective as staff teach children to become increasingly independent in managing their personal needs. Overall, staff support children to learn about healthy lifestyles. They have a vegetable patch in the garden, and children choose their own snacks from a selection of fruits and crumpets. Children remember what they have learned and know that 'when it is hot, we

need to drink a lot'. However, healthy choices are not promoted consistently, as some of the children bring bottles of juice into the setting, which are not replaced with water. This means leaders do not embed healthy eating habits and good oral health consistently throughout the setting.

- Staff place a strong emphasis on supporting children's communication and language skills in the knowledge that these underpin all other areas of learning. Staff read with enthusiasm, and children delight in the interactive way that story times are delivered. Children are supported to pronounce words correctly and learn new words, such as 'glimmering' and 'scales', to extend their vocabulary.
- Staff teach children to be kind and considerate of others as they become active members of the local community. Children eagerly await their visits to the local care home to sing songs and read stories with the residents. This intergenerational learning helps children to develop confidence and a growing respect for different people. However, opportunities for children to learn about cultures, faiths and traditions outside their own community have not yet been fully developed. This means they do not yet have an understanding of the diversity in modern Britain.
- The leadership and management of this pre-school are good. Self-evaluation is reflective and accurately identifies areas for improvement. Leaders place a strong emphasis on well-being and targeted training and recognise that this has a big impact on children's learning and development. Staff comment that the setting 'is like one big family' and that they feel well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The manager has instilled a positive safeguarding culture throughout the pre-school. All staff have completed safeguarding training and fully understand their responsibilities to record and report any safeguarding concerns swiftly. Staff teach children about potential risks and remind them of ways to protect themselves. For example, they ask children why they need to wear sun cream and hats. The children are eager to answer, 'So we do not get burned.' This allows the children to learn to manage their own risks and keep themselves safe. Robust recruitment arrangements ensure that all staff are suitable to work with children. Thorough risk assessments of the premises ensure that all areas are safe and secure.

What does the setting need to do to improve?

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

- strengthen the teaching of healthy eating habits and good oral health to ensure the importance of good dental hygiene is embedded across the setting
- enrich opportunities for children to learn about cultures and traditions outside their own community so they learn to appreciate the diversity in modern Britain.

Setting details

Unique reference number	EY377914
Local authority	Cheshire West and Chester
Inspection number	10295405
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	36
Name of registered person	Moulton Pre-School Committee
Registered person unique reference number	RP524869
Telephone number	07891 526 469
Date of previous inspection	5 December 2017

Information about this early years setting

Moulton Pre-School registered in 2008 and is managed by a non-profit incorporated voluntary association. The pre-school employs seven members of childcare staff. Of these, four hold qualifications at level 6. A further two staff members hold appropriate early years qualifications at level 3, and one is unqualified. The pre-school opens from Monday to Friday, during 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

Marianne McDowell

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 inspector completed a learning walk with the manager of all areas of the pre-school and discussed the early years curriculum and the expectations for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with parents, children and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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