

Inspection of Guilden Sutton Pre-school

Guilden Sutton Village Hall, Summerfield Road, Guilden Sutton, Chester, Cheshire
CH3 7SW

Inspection date: 15 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 are happy and excited when they arrive at this setting. They separate from parents with ease and enter the setting with confidence. Children are pleased to see familiar staff and greet them cheerfully. They select activities and swiftly settle in.

Children feel secure while attending this setting. They make independent choices in an environment that offers exciting opportunities and allows them to explore their interests. Children confidently choose poster paints and squeeze the paint onto pallets. They hang their paper on an easel and then use different-sized brushes to create artwork of their own choosing. Adults are on hand to offer support if needed. Children are keen to show off their work, and when receiving compliments, they politely say 'thank you'. They demonstrate excellent behaviour as they play with their friends. Children are familiar with the expectations adults have.

The manager and staff have recognised the impact that the COVID-19 pandemic has had on children's personal, social and emotional well-being and communication and language skills. They have worked to support children in developing skills in these areas. Children benefit from the many opportunities staff provide to support with sharing and turn-taking.

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

- The manager and staff work well together and have created a warm, welcoming environment. Children demonstrate friendly behaviours and good manners that they acquire with the support of staff. Children can be regularly heard saying 'please' and 'thank you' while they play and engage with others.
- The manager has developed a curriculum that supports children to develop a broad vocabulary. Children have opportunities to explore and learn about nature. They use the new vocabulary in their play. For example, children have been observing frog spawn developing into tadpoles. Children discuss this, sharing their knowledge that they were eggs, that tadpoles came out and that soon they will be frogs.
- The manager has created systems to help prepare children well for the next stage of their learning. For instance, staff make links with local schools to support transition. Teachers are invited to visit the setting, and children visit their new school for weekly stay-and-play sessions. Children are well prepared and enthusiastic about this transition.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff are knowledgeable about identifying when children may need extra help in their learning and make appropriate referrals to agencies when needed.

This helps all children, including children with SEND, to make good progress in their learning.

- The outdoor space offers opportunities for children to practise a wide range of physical and thinking skills. Children become deeply engaged in activities, such as using guttering to move water from one area to another. Staff support children to problem-solve and experiment with much joy and laughter. Children are very physical in their play and make good progress with their physical skills.
- Children are supported to develop a love of reading. A wide range of books are available, which children independently select and request that adults read to them. Children recognise similarities and differences in similar stories. They comment, 'Little Red Riding Hood gave her grandma cake, not soup!'
- Children develop their independence skills. When accessing the snack area, they spread their own butter, clean up after themselves and sort rubbish for recycling. Children are confident in their own abilities. They make choices and are developing an understanding of their roles and responsibilities.
- Overall, children are encouraged to develop good habits that will support their health. Staff have incorporated healthy lifestyles into the curriculum, and children are encouraged to wash their hands before eating. However, these policies are not consistently followed. For example, in the main, children's lunches contradict the healthy eating policy. Furthermore, staff do not focus on children's understanding of how to develop healthy attitudes to food and drink.
- The committee of trustees failed to notify Ofsted of changes to committee members. Due to the chair of the committee taking swift action and the fact that the committee member does not have any access to the children, there is no impact on the children's safety and welfare.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand how to keep children in their care safe. They are aware of the signs and symptoms of abuse and know how to report any concerns to professionals outside of the setting if necessary. Staff know the steps to follow if an allegation is made about a member of staff. Risk assessments are effective, and appropriate steps are taken to eliminate hazards. Staff ensure that the premises are safe and secure. They check that doors are locked so unauthorised visitors cannot enter the setting unsupervised.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy eating habits contribute to their overall health.

Setting details

Unique reference number	305080
Local authority	Cheshire West and Chester
Inspection number	10285455
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	24
Name of registered person	Guilden Sutton Pre-School Committee
Registered person unique reference number	RP524835
Telephone number	07804362888
Date of previous inspection	6 October 2017

Information about this early years setting

Guilden Sutton Pre-school registered in 1985. It is managed by a voluntary management committee. The pre-school operates during term time only, from Monday to Friday, from 9am until 3pm. It receives funding to provide free early education for two-year-old and four-year-old children. The pre-school employs four members of staff. Of these, one holds an appropriate early years qualification at level 3, one holds qualified teacher status and one holds early years professional status.

Information about this inspection

Inspector

Jessica Leong

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 spoke to the committee chair about the leadership and management of the setting.
- Children spoke to the inspector about their friends and what they like to do when they are at the setting.
- The inspector spoke to the committee chair about the leadership and management of the setting.
- The manager and inspector completed a learning walk together of all the areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed interactions between staff and children.

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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