

# Inspection of NAPSAC

Nether Alderley Primary School, Bradford Lane, Nether Alderley, MACCLESFIELD,  
Cheshire SK10 4TR

---

Inspection date: 30 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 eager to start their morning at pre-school. They carefully select their name card from the table and attach it to the attendance board. By following the familiar routine, children learn to recognise their written name from an early age. Children quickly settle to activities and share news with the welcoming staff. This helps to create a safe, happy atmosphere in the pre-school. Toys are accessible and well organised. Staff help children to find the ones that they want to play with. This encourages children to explore, think and learn. For example, older children make increasingly complex models with a favourite construction toy.

Leaders make decisions that benefit children's progress and well-being. After the COVID-19 pandemic, they made the promotion of children's communication skills an even higher priority than previously. This included planning additional training for staff. Staff notice when children appear to be showing signs of speech delay or difficulty. They know what to do to address this. The focus on speech and language also has a positive impact on children's behaviour. They learn words to describe their emotions. This means that children can talk about how they feel. They begin to understand the effect that their actions have on other people.

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

- The pre-school is part of a supportive professional community. Leaders and managers in the pre-school and school work together effectively. This helps children to feel secure and confident when they transfer from school to the after-school club. Staff in the pre-school and school work to ensure that children make a happy, successful transition into the Reception Year. Excellent staff retention promotes long-term stability that parents and carers value.
- Staff's understanding of how children learn is evident in how they plan the learning environment. Children go to the carpet area when they want to build things and play collaboratively. They seek out the cosy book corner when they want to be quiet or read. Staff make knowledgeable decisions about when to join in with children's self-chosen activities. The combination of self-motivation and timely support helps children to become successful learners.
- Staff work together to establish and teach consistent routines. This helps to promote children's confidence and independence. Children learn how to behave well and to become a useful member of the group. For example, children of all ages participate in tidying up ready for snack time. Staff's enthusiasm invites children's attention and involvement. They make taking the register and counting 'how many children' something that nobody wants to miss.
- Overall, children's learning is sequenced effectively. Staff demonstrate good knowledge of child development and know the children well. However, there are occasions when staff do not identify, precisely enough, the knowledge and skills

that they intend children to acquire or reinforce during adult-led activities. This does not promote children's swiftest possible progress.

- Staff plan experiences that promote rich conversation and happy memories. Younger children eagerly recall a crab's escape from the rock pool that came to visit pre-school. Older children work hard to find everything on the outdoor scavenger hunt list. They look closely to check whether leaves are spiky or smooth. They listen carefully to discover whether there are any birds nearby. Children become confident talkers, who continually extend their vocabulary.
- Leaders support staff to continuously improve their professional skills. For example, staff attended training that extended their knowledge about meeting the needs of two-year-old children. The training was a valuable opportunity to debate methods and ideas with staff from other settings. Staff have used their new learning to review and enhance the curriculum for younger children.
- The words 'nurturing, unique' and 'fun' were the outcome of a survey asking parents to give their views about the pre-school. Parents, including those whose children speak English as an additional language, praise the individual care and support that children receive. The positive relationships between families and staff help to promote children's self-esteem and progress. Children are ready to start school when the time comes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff attend training that reinforces and extends their knowledge of safeguarding. Everyone shares new knowledge with the rest of the team. Staff know what to do if they have concerns about children's welfare or colleagues' behaviour towards children. Staff keep required records and share them with parents. For example, they report children's accidents and injuries. Managers make sure that staff know which children are allergic to particular foods or substances. They work in partnership with school catering staff, so that children who eat school dinners are catered for safely. Staff help children to think about and manage risks. For example, they talk about suitable footwear for running and climbing in.

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

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

- identify more clearly what children are intended to know, or be able to do, as a result of participating in adult-led activities.

## Setting details

<b>Unique reference number</b>	EY379043
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10289324
<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 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	N.A.P.S.A.C.- Nether Alderley Pre-School & All-Round Care
<b>Registered person unique reference number</b>	RP525018
<b>Telephone number</b>	07747523658
<b>Date of previous inspection</b>	21 November 2017

## Information about this early years setting

NAPSAC registered in 2008 and operates from Nether Alderley Primary Academy. The pre-school employs seven members of childcare staff. Of these, one member of staff holds a qualification at level 6, three hold qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday, term time only. Pre-school sessions are from 8.45am until 3.15pm. The after-school club operates Monday to Thursday during school terms. Sessions are from 3.20pm until 6pm. The pre-school provides funded early education for two, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the pre-school.
- The pre-school manager and the inspector completed a learning walk of the pre-school. They discussed the intentions for the curriculum.
- The inspector and the manager carried out joint observations of an adult-led activity.
- The inspector observed activities indoors and outdoors. She spoke with children and staff.
- Parents spoke with the inspector. The inspector took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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