

Inspection of Holmes Chapel Community Preschool

c/o Holmes Chapel Primary School, Middlewich Road, Holmes Chapel, CREWE CW4
7EB

Inspection date: 19 September 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

Kind and caring staff support children's emotional well-being with lots of cuddles and reassurance. Children peer round the door as they enter this welcoming pre-school, eager to see what they might play with. Staff help children to explore different experiences and make choices in their play. Staff have created a calm atmosphere, which supports children to settle well. Staff encourage children to read stories together. They help children to look at the pictures and ask them questions about what might happen next in the story. Children engage well. Children learn to listen well and they respond to adult requests.

The pre-school staff plan children's learning well. They provide activities for children to develop their large physical skills and coordination. Children concentrate well as they skilfully manoeuvre bicycles with trailers. Large spades are used to dig in the sand. Children build their large muscles and develop hand-eye coordination as they move sand from the spade to the bucket. Staff help children to remember digging in the sand on their holidays. This recall develops memory skills that children will use when learning to read. Staff supervise the children well. They remind children about safety during play. For example, they remind children not to throw sand in case it goes in someone's eyes. Staff plan opportunities throughout the day for children to practise their independence skills. They encourage children to tidy up after themselves and take their plates to the sink to rinse them after snack. Children become confident in taking care of their own needs.

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

- The pre-school managers and experienced committee members use robust vetting processes to ensure that everyone in the setting, including volunteers, have had the necessary checks to work with children and ensure that they are suitable. This helps to keep children safe.
- Staff observe children carefully and use this information to plan learning experiences for children. For example, children are interested in using pipettes, and so other tools that they can manipulate, such as pegs and tweezers, are added to encourage the development of their small muscles. Staff recognise that children are engaged in activities as they practise these skills and enhance their learning.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff allocate appropriate time and support to let children practise specific focused skills. They share activities with parents so that learning can be continued at home. Children with SEND make good progress in their learning and development.
- Most staff demonstrate skilled and well-timed interactions with children. They thread sequenced learning into activities for each child, managing their different

abilities well. For example, some children are encouraged to match, sort and group items. Other children are helped to count, add and take away. However, at times, some staff do not consistently focus their interactions on children's next steps. Therefore, on some occasions, learning is less tailored.

- Staff work hard to develop strategies to help all children to follow and engage in the consistent daily routine. Children learn to anticipate the next part of the day, and this helps them to have a sense of belonging. However, some transitions take a long time. For example, at snack time, children can be waiting a long time for their turn. Children lose interest, and their behaviour, which is usually good, deteriorates at these times.
- Staff speak nicely to children and listen well to them. They engage in back-and-forth conversations with children, which promotes children's growing vocabulary. Children use good manners, and they manage their own self-care skills, such as good handwashing practices. Children's confidence is developed by the regular praise that they receive for completing tasks. Children learn social skills and develop positive attitudes.
- Partnerships with schools are good. For example, managers meet with teachers to discuss what skills children need in readiness for school. Children have the skills and knowledge that they need for this transition.
- Children benefit from outings within the local community. Staff teach children about their local area as they explore the parks, shops, and local library. Children develop a sense of belonging and they learn about the similarities and differences in their community and other communities.

Safeguarding

The arrangements for safeguarding are effective.

The head of the committee, managers and staff all have a good understanding of child protection procedures. They know the signs and symptoms of abuse and what to do should they be concerned that a child is at risk of harm. Staff access regular training to keep their knowledge and understanding current. Managers and staff all hold a current paediatric first-aid certificate and they know what action to take in the case of an emergency. The pre-school is secure and children cannot leave 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:

- support all staff to consistently focus their interactions on children's next steps to enhance learning at all times
- develop routines to support children and make sure that they are not waiting for a long time for their turn, particularly at snack time, to help to promote positive behaviour.

Setting details

Unique reference number	305107
Local authority	Cheshire East
Inspection number	10285739
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare 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	22
Name of registered person	Holmes Chapel Community Pre-School Committee
Registered person unique reference number	RP903092
Telephone number	01477 537375
Date of previous inspection	17 October 2017

Information about this early years setting

Holmes Chapel Community Preschool registered 1985. The pre-school employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, six at level 3 and one at level 2. The pre-school opens 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

Lynn Richards

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation, including feedback from parents.

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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