

Inspection of Newton Park Pre School

Newton CP School, Kingsway West, Chester, Cheshire CH2 2LA

Inspection date:

21 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff have a clear vision for what they want children to learn. However, the curriculum is not always ambitious enough for children who have special educational needs and/or disabilities (SEND). The key-person system is not effective for every child. Children with SEND do not always receive the support they need to help them to access all learning opportunities.

Children enjoy spending time at the pre-school. They arrive at the pre-school happy to see staff and their peers. Staff create a welcoming and friendly environment. Children settle quickly and show they feel safe and secure. They enjoy the range of activities that staff provide for them, indoors and outdoors.

Staff are kind and caring. They are positive role models and teach children how to share toys and resources from an early age. Children are excited to explore their environment and most children gain positive attitudes to learning. However, at times, quieter children are not always encouraged to have their voice heard in activities. Children benefit from copious opportunities to be physically active. They ride around the outdoor area on tricycles and scooters. Children balance across stepping stones and have plenty of opportunities to run around. This helps to develop children's large-muscle movements.

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

- The key-person system is not effective for every child, particularly for children with SEND. Some members of staff know where their key children are up to in their development. They understand what children need to learn next and plan activities accordingly to support these next steps. However, other staff do not have a robust understanding of their key children's development. They are not aware of the next steps on children's SEND plans. This does not provide the best impact on children's progress and outcomes.
- Staff plan activities that interest children. Children develop their small-muscle movements as they cut spaghetti with scissors. Staff introduce mathematical vocabulary to children as they play. However, staff do not always build on children's prior learning before moving learning on. At times, this confuses children and they do not always understand the activity.
- Children benefit from opportunities to enhance their growing independence. They pour their own drinks at snack time. Children collect their coats and put them on by themselves. They are learning to manage their own personal hygiene. This helps children to feel proud of the activities they can complete by themselves.
- Children learn about other cultures. They bring in photographs of special events, such as family weddings, to talk about with their peers. Children recognise

similarities and differences between themselves and others. This helps children learn about what makes them unique.

- The special educational needs coordinator (SENCo) is professional and knowledgeable. She has a good knowledge of the needs of the children who attend the setting. The SENCo identifies children who may have additional needs and makes timely referrals to other agencies. She works in partnership with a range of professionals to gain advice for children with SEND. However, leaders do not ensure that all staff are supporting children with SEND effectively. Robust handovers do not take place when the key person of children changes. This impacts on children's progress.
- Overall, communication and language is promoted well for younger children. Staff get down to their level and introduce descriptive words as they are playing. This helps to extend their vocabulary. Children enjoy sharing books with staff. They giggle with delight as they sing action songs in their outdoor area. However, this is not always consistent throughout the setting. For example, staff do not always use clear instructions. This confuses children and they do not always understand the task. During group activities, quieter children are not always encouraged to join in. They do not always have opportunities to have their voice heard.
- Parents comment on how friendly and approachable staff are. They are thankful for the flexible settling-in sessions. These help children settle well into the pre-school routines.
- Children enjoy healthy and nutritious snacks at pre-school. They learn where different food comes from and foods which are good for their body. This helps to promote a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities in keeping children safe. They know the signs and symptoms which might indicate that a child is at risk of abuse. Staff understand the procedures to follow to report their concerns. They receive regular safeguarding training to ensure that they keep their knowledge updated. The designated safeguarding lead works closely with external safeguarding agencies to help protect children's welfare. Leaders follow safer recruitment practices to ensure that all staff are suitable to work with children. They make sure that staff are deployed throughout the provision, including the outdoor environment, to ensure that children are properly supervised.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>ensure that key persons have a robust understanding of where children are up to in their development and that they plan appropriate next steps in their learning which support children to make good progress</p>	<p>21/12/2023</p>
<p>ensure that there are suitable arrangements to consistently support children who have SEND to help them achieve the best possible outcomes in all areas of their development.</p>	<p>21/12/2023</p>

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

- support quieter children to have their voice heard in group activities
- provide children with clear instructions so that they understand what is expected of them
- improve the procedures for monitoring the quality of teaching and learning.

Setting details

Unique reference number	EY348505
Local authority	Cheshire West and Chester
Inspection number	10307873
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	49
Name of registered person	Newton Park Pre-School Committee
Registered person unique reference number	RP524542
Telephone number	01244 314271
Date of previous inspection	20 March 2018

Information about this early years setting

Newton Park Pre School registered in 2007. The pre-school employs eight members of childcare staff. Of these, six hold an appropriate early years qualification at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 together.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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