

Inspection of Old Hall Pre- School & Link Club

Westbrook Old Hall Primary School, The Community Room, Old Hall Road, Old Hall, WARRINGTON WA5 9QA

Inspection date: 9 May 2024

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's social and emotional needs are central to the good practice in this setting. Staff have strong shared values that support children to be kind, resilient and motivated to learn. Because of this, children are confident and capable. They show a strong sense of independence while also knowing they can ask for help.

Staff provide nurturing, attentive care, which encourages children to manage their 'big feelings'. Children approach staff for cuddles, to ask for help to resolve problems and to proudly share their achievements. Children are happy coming to the nursery and enjoy their time here. Staff help children to know the rules and learn why they are important. Children explain that rules keep everyone safe, happy and ready to learn. They treat each other, the staff and their environment with respect.

Staff prepare children well for school. They work closely with Reception teachers to develop a curriculum that includes the skills that children need to help them to thrive in school. The manager is passionate about ensuring that all children are given high-quality support to reach their full potential. Staff use a range of strategies, such as a traffic light system, to cultivate an inclusive environment to help children make smooth transitions. Children see the green sign and excitedly shout, 'Explore and learn!' before rushing off to begin their day.

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

- Staff plan engaging activities that are based on the interests and learning needs of their key children. For example, when children show an interest in babies, a baby clinic is set up with opportunities to weigh dolls and to 'write' prescriptions. As a result, all children make good progress while being highly motivated to learn.
- Mathematics is expertly weaved into everyday routines. For example, at snack time, staff explain to children that they had one apple but have cut it into eight pieces. Children are asked to estimate the number of children in the pre-school. Staff provoke their thinking by asking, 'Is that number more or less than 10?' As a result, children are beginning to use mathematical skills with confidence.
- Staff plan a broad range of experiences for children to learn from. Following a fire engine visit, children build their own vehicle from milk crates, tyres and hoses. Staff support children's creativity and a wide vocabulary as they enjoy their role-play rescue. Children gain a good understanding of the world around them through the activities that staff plan.
- Staff hold high ambitions for all learners. Staff follow shared plans that help them ensure that children with special educational needs and/or disabilities receive the support they need to reach their full potential. As a result, all

children make good progress.

- Meal and snack times are calm and enjoyable experiences that are filled with opportunities to learn. Staff support children to hold conversations with their friends, share food and sit up straight in their chairs. This helps children to communicate well, develop good social and physical skills and feel positive about trying new foods.
- Staff provide ample opportunities for children to develop independence skills. Children enthusiastically cut up fruit using safety knives, hang up their own coats on arrival and find the resources they need. Staff patiently support children with these skills. This is helping them to develop confidence in their own abilities.
- Staff teach children to keep themselves healthy. Children drink water throughout the day and learn about oral health, such as with daily toothbrushing. Staff talk to children about the benefits of the healthy food they eat. Children demonstrate their learning and say 'Look how strong I am. I'll get big muscles like my daddy!'
- Staff know families well and support them to tackle challenges, offering high levels of support and empathy. As a result, parents report feeling well supported and being partners in their child's learning.
- The manager engages effectively with staff to ensure that there is a shared approach to delivering a high standard of practice. Although assessment by each key person is accurate, the manager does not consistently support them to make the most effective use of what they know their key children have learned. Consequently, during general activities, children are not supported to build on this swiftly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to use their assessment more effectively to help further enhance planning and support children's next steps.

Setting details

Unique reference number	315229
Local authority	Warrington
Inspection number	10335468
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 10
Total number of places	42
Number of children on roll	141
Name of registered person	Little Learners Committee
Registered person unique reference number	RP906813
Telephone number	01925 635 903
Date of previous inspection	18 June 2018

Information about this early years setting

Old Hall Pre-School & Link Club registered in 1985. The setting is independently run on the premises of Westbrook Old Hall Primary School. The setting employs 10 members of childcare staff. Of whom, seven hold an early years qualification at level 3 and three are apprentices. The setting opens from Monday to Friday. Sessions are from 7.30am to 6pm. The pre-school opens term-time only, and the setting operate a holiday club throughout some of the school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Myatt

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 children about what they like about their pre-school.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector spoke to staff about how they deliver the curriculum to children.
- 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 inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the pre-school with the inspector.
- The manager showed the inspector the premises and explained how they ensure that children are kept safe.

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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