

Inspection of First Steps Orrishmere Pre-School

Warwick Close, Cheadle Hulme, Stockport SK8 5NN

Inspection date: 11 July 2025

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

As children happily enter this hidden gem of a setting, they are welcomed by nurturing staff. Staff build strong bonds with the children. As a result, children feel safe and quickly settle. Children explore the well-resourced environment that ignites their interests. Consequently, children engage in their learning and make good progress. For example, children enjoy threading wooden fruit onto a lace, which supports their fine motor skills. Staff sing with the children at various points of the day, such as before snack and before lunch. This supports children to learn new vocabulary and develop their language and communication skills.

Books are at the heart of the setting. Children enjoy reading books about life cycles and emotions. Staff use these books to help extend children's learning during activities. For example, children talk about a hungry caterpillar changing into a beautiful butterfly as they complete their caterpillar jigsaw. Staff plan these purposeful activities to help children consolidate what they have learned.

Staff have created an exciting outdoor environment that further enhances children's learning. For example, children develop their physical skills and display a 'can-do' attitude as they work together to build their own obstacle course using crates and planks of wood. This gives children opportunities to think, plan and try out their ideas. In the woodland area, children enjoy finding bugs and spotting birds. As a result, children experience the joy of nature.

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

- Leaders have an ambitious curriculum and are clear about what they want children to learn. They place a great focus on developing children's language and communication. For example, staff talk to children as they play alongside them. As a result, children build their vocabulary and develop confidence to talk to staff and their peers.
- Staff plan and deliver an array of exciting learning opportunities, both indoors and outside. This meets the needs of all children, including the most disadvantaged. For example, staff take children on trips to the farm and outings to the local nature reserve. These experiences help to widen children's life experiences.
- Children enjoy group-time activities as they sing songs and talk about the setting's rules. However, these activities are not always planned well enough. For example, during these activities, staff take some children to the bathroom and ask others to help set up for snack. As a result, some children miss out on this valuable learning, and others become a little distracted and disengaged.
- Staff understand the importance of teaching children to become independent. They have recently purchased trays, so children can practise carrying their own

lunch in readiness for school. However, children's independence is not consistently promoted because staff are too eager to help. For example, they cut children's fruit, such as bananas, and apply older children's sun cream. This does not encourage children to do things for themselves.

- Leaders and staff understand the importance of parent partnerships. They invite parents to special events and outings, which has a positive impact on their children's learning. Staff also use social media to inform parents about children's learning and how to support their child's learning at home. This partnership working helps to give children the best outcomes. Parents speak highly of the staff and are delighted their children are settled and safe. They also praise staff for identifying if their children need a little help. As one parent stated, 'They were quick to identify that my child needed extra support.'
- Staff teach children about similarities and differences. They invite parents into the setting to share their experiences of celebrations such as Eid. As a result, children are able to taste foods from other cultures and learn about different festivals. This helps to prepare children for life in modern Britain.
- Leaders and staff make well-being a high priority. The dedicated staff team is a continuous support to each other. For example, staff actively thank each other for their efforts, which creates a happy environment for children. Leaders show their appreciation by offering regular treats. This means that the staff team works well together to deliver good-quality care and education to children.
- Staff are extremely kind to children and give praise at every opportunity. For example, as children paint at the creative table, staff say 'well done' and 'that's great'. This builds children's confidence, well-being and personal development.

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:

- strengthen group activities to further engage children's learning
- increase opportunities to promote children's independence.

Setting details

Unique reference number	307139
Local authority	Stockport
Inspection number	10399161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	27
Name of registered person	Orrishmere Playgroup Committee
Registered person unique reference number	RP909308
Telephone number	0161 4861 546
Date of previous inspection	21 November 2019

Information about this early years setting

First Steps Orrishmere Pre-School registered in 1992 and operates from the scout headquarters in Cheadle Hulme, Stockport. The pre-school is open Monday to Friday from 8.30am to 3.30pm, during term time only. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Clancy

Inspection activities

- The manager and the inspector completed a learning walk together of all the areas of the setting and discussed the curriculum.
- The inspector talked with staff during the inspection and took account of their views.
- The inspector observed the quality of care and education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation.
- 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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