

Inspection of Applebees Pre-School

Manor House Primary School, Langdale Way, Frodsham WA6 7LE

Inspection date:

14 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptionally welcoming and inclusive nursery. Children are extremely motivated learners, who are exceedingly happy and settled. Staff support children to show excellent levels of confidence. For example, younger children proudly show the 'star badge' they have been awarded. They excitedly stand in front of their friends and proudly have their picture taken. Children benefit from the warm and trusting relationships they have with staff and the friendships they enjoy with their peers. Staff are fantastic role models. Children are respectful to one another and listen with great interest to what others have to say. Children demonstrate amazing social skills and behaviour.

Highly skilled staff help to embed children's learning through interesting discussions and activities that build on prior knowledge. Children are eager to explore the carefully planned and fascinating learning opportunities available. They have plenty of time to become consistently engrossed in their play. This supports high levels of concentration. Staff support children to have a strong desire to be independent. For example, children eagerly choose lunch options from the school canteen. Staff supervise children as they carefully carry trays of food extremely competently. Children beam with pride as staff praise them for their helpfulness. There is a pleasant, industrious atmosphere, where children busy themselves throughout the day. Children are exceptionally ready for the next stage in their learning.

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

- The manager, who is also the owner, is passionate about the ongoing development of the nursery. She strives to consistently deliver the highest standards of care and learning. The curriculum is exceptionally well sequenced, ambitious and unique. The intent of the curriculum is clearly understood by all staff and implemented seamlessly. All children are making outstanding progress and are confident and independent learners.
- Staff help children to develop a high level of independence and autonomy in the setting. For example, children use an established voting system to vote for their favourite outdoor game. They accept the result, enjoy the parachute game and begin to see how the voting system relates to wider society. Furthermore, children easily attend to their personal hygiene unaided. They explain why they use soap and that they have to remember to put the towel in the bin. Children learn key life skills and are well prepared for their move on to school.
- Staff promote children's communication and language remarkably well. Children are exposed to a vast vocabulary as staff expertly narrate children's play. They use interesting and striking words to capture children's interests. The children are eager to join in. They speak with fluency and have an exceptional level of confidence when speaking.

- Support for children with special educational needs and/or disabilities is superb. Knowledgeable staff quickly identify if children require additional help. Highly targeted support plans are put in place. Staff work closely with a wide range of professionals and ensure that the child's and family's voice is heard. This helps all children to achieve their full potential.
- At every opportunity, children's thinking skills are superbly promoted. Staff ask thought-provoking questions and encourage children to speculate and solve problems. Staff respond with enthusiasm to children's ideas, igniting their imagination and motivation to know and do more. For example, children discover what happens to tin foil as it is cut, ripped and crunched. Staff inspire curiosity in the children and encourage them to explore the foil creatively. Children's self-confidence flourishes as staff give them praise for their excellent work.
- Partnerships with parents are excellent. Parents are extremely well informed and are a huge part of their children's development and future learning. Parents are provided with a wealth of information, including specific ways they can continue learning at home. Children greatly benefit from the collaborative approach to their care and learning.
- Equality and diversity are embedded in all areas of the nursery. Staff work hard to ensure that children have experiences that help them to develop an understanding for communities that are different to their own. Children's family members visit the nursery to teach children about celebrations around the world. Staff share information about their own family structures to help children to develop an understanding of how these can differ from their own. Children speak confidently and positively about valuing each other's differences.
- Professional development of staff is highly effective. The manager offers targeted coaching to help staff to deliver high-quality teaching. For example, following training in communication and language, staff considered which areas worked as 'hot spots' for children's conversations. This impacted a change to the environment for planned activities. Staff are knowledgeable, skilled and continuously develop, which translates directly into the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY499713
Local authority	Cheshire West and Chester
Inspection number	10317106
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	22
Name of registered person	Applebees Pre-School Ltd
Registered person unique reference number	RP906414
Telephone number	07810012782
Date of previous inspection	2 May 2018

Information about this early years setting

Applebees Pre-School registered in 2016 and is situated in Frodsham. The pre-school is operated by an independent company on the site of Manor House Primary School. The pre-school employs seven members of childcare staff, who all hold appropriate early years qualifications at level 3 and above. The provider holds early years practitioner status. The pre-school opens from 9am to 11.30am and from 12.45pm to 3.15pm, Monday to Friday, term time only. They also offer a lunch club from 11.30am to 12.45pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the owner and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the owner and senior leaders about the leadership and management of the setting.
- The inspector carried out a joint observation with the owner.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

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