

Inspection of St Matthews Pre-School

Church Hall, Stretton Road, Stretton, Warrington, Cheshire WA4 4NT

Inspection date: 9 January 2025

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

Staff know each and every child exceptionally well. They listen very carefully to children's ideas and respond enthusiastically. Children demonstrate that they feel valued and important. Children who speak English as an additional language receive excellent support. Staff recognise and celebrate their culture and heritage. For instance, they make sushi with all the children and send the recipe home with all parents. They incorporate children's home languages into the setting and support children to speak in English. Children have a strong sense of belonging and communicate exceptionally well. Staff go above and beyond to ensure that children with special educational needs and/or disabilities are well supported. They focus very precisely on what children need to excel in their learning and development. Children thrive with the excellent support they receive.

Leaders and staff provide an inspiring and ambitious curriculum. Staff interactions with children are consistently high quality. All children make excellent progress in their learning and development. Staff plan a sequential educational programme where children build on the skills and knowledge they already have. For example, children know how many adults are present and how many children. They build on this knowledge by working out how many people are present altogether. Children demonstrate superb attitudes to learning.

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

- The inspiring and well-designed and well-sequenced curriculum allows children to practise and consolidate the knowledge and skills that they have already gained. For example, children have learned about mathematical positional language and practise putting animals on a snow scene in different places. Children talk about where they have positioned the animals, confirming the previous knowledge they have gained.
- Staff have very high expectations of what children are capable of achieving. They provide children with ample opportunities to develop their self-confidence. Children hang up the work they create that they are proud of. They make decisions about the experiences they are engaging with, such as where to place a ramp to roll cars down. Children's behaviour is exemplary, and they are inquisitive, curious and self-assured.
- Staff have established an excellent educational programme to enhance children's communication and language skills. Staff use a breadth of language with children, which extends their vocabulary. Staff give children detailed explanations, which enhances understanding. Children participate in group activities where they listen to each other respectfully. Children record key messages and play them back to their friends. Children are highly effective communicators.

- Staff purposefully plan a wide range of high-quality experiences focusing on developing children's specific physical skills. For instance, staff place a small amount of water in a tray and children squeeze sponges to soak up the water, developing the strength in their hands. Children quickly become proficient at using their physical skills.
- Staff build strong and effective partnerships with parents. They visit families at home before children start at the setting so that they get to know children and families well. Parents are fully informed about children's experiences in the setting and are provided with a wealth of detailed information about how to continue learning at home. Children benefit from close partnership working.
- Leaders and staff engage in highly focused training and professional development. They use training opportunities to reflect carefully on their practice and make continuous improvements to their work with children. They have participated in training related to creating joy and wonder for children. Consequently, they reviewed and improved several aspects of the curriculum for children. Children are highly engaged in activities and have excellent levels of concentration.
- Staff provide an excellent, inclusive experience for children. They understand the uniqueness of each child. Staff think deeply about the things children like to do and provide opportunities based on children's interests and development stages. Children engage in French lessons and baking activities. They learn about how caterpillars change into butterflies, and they make 'marvel crumble'. The impressive opportunities offered to children help them to be superbly prepared for their next stage of education.

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	315246
Local authority	Warrington
Inspection number	10367831
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	St Matthew's Pre-School Group Committee
Registered person unique reference number	RP525765
Telephone number	07391483126
Date of previous inspection	26 February 2019

Information about this early years setting

St Matthews Pre-School registered in 1989 and is located in Warrington. It is managed by a committee. The pre-school opens on Monday, Tuesday, Wednesday and Friday, from 8.45am until 3.15pm and on Thursday from 8.45am until 12.15pm. The pre-school employs five members of staff. Of these, one holds an appropriate early years qualification at level 5 and three hold appropriate qualifications at level 3. The pre-school offers the government funded places for childcare.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The manager and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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