

St Chads Pre-School

St. Chads C of E Primary School, Gladstone Street, Winsford, Cheshire, CW7 4AT



Inspection date

6 July 2015

Previous inspection date

12 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Management are extremely committed to improvement and have been very proactive since the last inspection. They have devised a clear action and development plan and worked closely with the local authority to improve practice. As a result, children now benefit from a good level of care and education.
- Management and staff have all benefitted from completing child protection training. Consequently, they now have a thorough knowledge of child protection procedures and are fully aware of the need to report any concerns they have. This helps to protect children from harm.
- Teaching is good as staff have a secure understanding of how children learn. They place a strong focus on promoting children's mathematical skills throughout all activities. This prepares children well for the next stage in their learning.
- Excellent procedures are in place to involve parents in their children's learning. Staff have devised an activity book for home and hold play workshops at the pre-school. In addition, progress records are regularly shared. This helps children to make good progress in their learning.
- Staff have positive relationships with children. They promote children's self-esteem and well-being to a good level. Consequently, children are confident to join in with conversations and are eager to learn.

It is not yet outstanding because:

- On occasions, staff do not give children sufficient time to answer questions and express their thoughts.
- There is scope to enhance the monitoring of staff's teaching skills, so that children's learning is raised to an even higher level.

What the setting needs to do to improve further

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

- maximise opportunities to develop children's thinking skills through ensuring enough time is given for them to respond to questions
- undertake more sharply focused observations of staff's teaching skills to help raise the quality of teaching to a higher level, so that children make even better progress.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed activities in the main room and outside area and spoke with children at appropriate times.
- The inspector held meetings with the manager of the provision and spoke on the telephone with one of the directors.
- The inspector had discussions with staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures, including safeguarding and complaints, children's learning records, the pre-school's action and development plan and a range of other documentation.

Inspector

Val Thomas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Observations and assessments of children's learning are thorough and enable staff to plan a wide range of challenging and engaging activities. For example, children watch chicks hatching from eggs, which stimulates their interest well. Group times are organised according to children's ages and abilities. This helps them to concentrate and staff are able to maintain children's interests. For example, younger children choose the picture cards for the routine of the day and older children eagerly count the number of children present. Staff promote children's understanding of shape and size well during block play. Staff provide many opportunities for children to explore a wide range of sensory materials. Children enjoy making cakes in the large mud kitchen outside, and use the blocks and sponges to make square prints in the paint. Most children confidently answer questions as they play. However, there are occasions, such as during gluing activities, where staff do not allow enough time for children to express their thoughts before moving on.

The contribution of the early years provision to the well-being of children is good

Key persons obtain detailed information from parents regarding their child's individual needs and there is a clear settling-in procedure. This ensures that children are emotionally well supported. Staff manage behaviour well, using traffic light cards to prepare children for changes in routine. Children respond positively to the tidy away song, putting the toys away in the boxes. The pre-school is very welcoming for children. Toys are stored in low units and children are able to make independent choices about their play. This gives them confidence in their own abilities and prepares them for their move to school. Staff create good links with teachers at local schools to ensure continuity in children's learning. Children learn the benefits of a healthy lifestyle. They have free access to outdoors and follow good hygiene routines, guided by staff. Children learn about healthy foods as staff reinforce why fruit is good for them at snack time. Lunch time is a very social occasion as staff and children engage in conversations.

The effectiveness of the leadership and management of the early years provision is good

The management team has ensured that all weaknesses identified at the last inspection have been fully addressed and that all requirements are met. Ofsted have been informed of changes to the directors for the pre-school and all suitability checks have been completed. Children's attendance is accurately recorded, with clear times of arrival and departure. This helps to keep children safe. There is a good level of trained staff. They use the knowledge gained from recent training to improve the quality of teaching for children. For instance, they promote children's counting skills and block play effectively. The manager monitors the progress of all children and the planned activities provided, to ensure children make good progress. She regularly observes staff practice; however, does not focus on specific areas of teaching to see how learning experiences can be improved further. Staff work well with other professionals to ensure children with special educational needs and/or disabilities are supported effectively.

Setting details

Unique reference number	EY315135
Local authority	Cheshire West and Chester
Inspection number	1009839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	53
Name of provider	St Chads Community Enterprises
Date of previous inspection	12 March 2015
Telephone number	07523057060

St Chads Pre-School was registered in 2005. It operates from a portable building in the grounds of St Chad's Church of England Primary School, Winsford. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualification; two at level 5, two at level 3 and one at level 2. The pre-school opens Monday to Friday, during term time only, and sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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