

# Inspection of Oughtrington Pre School

Oughtrington Community Centre, Oughtrington Crescent, Lymm, Cheshire WA13 9JD

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Inspection date: 28 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff create a friendly and caring environment. They greet children warmly as they arrive at pre-school. Children arrive eager to see their friends and to explore the exciting range of activities available. Staff have established secure bonds with children. Children settle quickly into the routines and demonstrate that they feel safe. The manager is dedicated to providing the best outcomes for all children. Staff provide a broad curriculum that promotes children's development well. They have a thorough understanding of where children are up to in their development. Staff regularly check if their development is on track. All children, including children with special educational needs and/or disabilities (SEND), make good progress.

Staff have high expectations of all children. They remind children about the pre-school rules during registration time. Children are praised for using 'walking feet'. Staff use clear instructions and this helps children understand what is expected of them. Staff are positive role models. They teach children to use good manners and to share the toys and resources. Children are engrossed in learning as they make recipes in the outdoor sensory kitchen. They show a thirst for learning from a young age.

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

- Staff promote communication and language well. They introduce new words to help develop children's vocabulary. For example, staff teach children the words 'spines' and 'hibernate' when children learn about hedgehogs. The strong focus on children's communication skills helps to close any gaps in some children's learning due to the COVID-19 pandemic.
- Children's growing independence is promoted well. They wash and dry their own dishes after snack time. Children take their own photographs of the models they make. This helps children feel proud of the tasks they can complete by themselves.
- Staff promote children's emotional development well. They teach children how to express their feelings effectively. For example, children put monster slippers on when they feel angry and stamp around to express their anger. This helps children learn to regulate their own emotions.
- Children are excited to take part in activities. However, staff do not always consider how their interactions can be differentiated to meet the different ages and abilities of the children. For example, they do not always simplify activities for younger children to further build on children's individual learning.
- Staff teach children about the world around them. Children carefully observe the features of minibeasts in the outdoor area. They watch the changes to the fruit trees in their Orchard during different seasons. This helps children learn about the life cycles of plants.

- Parents praise the pre-school for the 'home-from-home' environment that they create. They comment on how they are kept regularly updated about children's learning. This helps to promote continuity in children's development.
- The special educational needs coordinator (SENCo) works closely with parents and other professionals. The SENCo uses her experience and knowledge to make prompt referrals to agencies. She follows advice from other professionals and puts appropriate support in place. This helps children with SEND to make good progress in their learning.
- The manager carries out supervision meetings with staff. She regularly observes their teaching practice. This supports staff to continuously develop their practice. The manager prioritises staff well-being. This helps staff to feel well valued and supported in their roles.
- Staff introduce basic mathematics within the routine. For example, children count how many children are around the activity tray. They decide how many plastic knives they need so that everyone has one. However, the mathematics curriculum is not fully embedded. Staff do not always consider how to build on the prior knowledge that children have to further improve their mathematical skills.
- Children's physical development is promoted well. They use tools to make precise markings on the crocodiles they construct. Children giggle with glee as they draw around the outline of each other's bodies with chalks on the floor. This helps to develop children's small-muscle movements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of their roles and responsibilities to safeguard children. Leaders hold regular safeguarding quizzes to assess staff's ongoing knowledge. Staff can identify risks and the signs that a child may be at risk of harm. They know what action to take should they have concerns about a child's welfare. Staff receive regular safeguarding training to keep their knowledge continuously updated. Managers ensure that staff are deployed effectively so that children are always supervised. Children are aware of how to keep themselves safe.

## **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 build on children's existing mathematics knowledge and abilities more widely during activities
- support staff to differentiate their interactions to support the different ages and abilities of the children.

## Setting details

<b>Unique reference number</b>	315230
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10305151
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Oughtrington Pre-School Committee
<b>Registered person unique reference number</b>	RP524005
<b>Telephone number</b>	01925 757155
<b>Date of previous inspection</b>	13 February 2018

## Information about this early years setting

Oughtrington Pre School registered in 1974. The pre-school employs five members of childcare staff, of which three hold appropriate early years qualifications at level 3 or above. The manager holds early years teacher status. The pre-school opens Monday to Friday term-time only, from 7.45am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

## Inspection activities

- This was the first routine inspection the pre-school 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 manager and inspector completed a learning walk together.
- Parents, staff and children shared their views with the inspector.
- 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 manager and the inspector carried out joint observations of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector, including staff's paediatric first-aid certificates.

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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