

Little Overtons Pre-School

Frodsham C of E Primary School, School Lane, Frodsham, Cheshire, WA6 6AF



Inspection date

17 June 2015

Previous inspection date

13 December 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 | | Outstanding | 1 |
| 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

- Excellent partnerships with parents and other professionals ensure that children's individual needs are exceptionally well met.
- The small and friendly staff team work well together. There is a positive commitment to continuous improvement through attending regular and relevant training, and through completing effective self-evaluation. High levels of qualification have a positive impact as staff are knowledgeable and skilled in supporting children.
- Children behave well and make independent choices about their play. Staff have secure relationships with children which enables them to develop a positive attitude to learning. This in turn prepares them well for school.
- Teaching across the staff team is rooted in a very secure knowledge of how children learn. Staff have a clear understanding about how the areas of learning are connected. Planning for children's learning is robustly undertaken and accurately targets each child's individual learning needs.
- Children are kept safe in the pre-school because staff are extremely vigilant and follow comprehensive policies and procedures. In addition, all staff are rigorously checked when recruited to ensure they are suitable to work with children.

It is not yet outstanding because:

- Sometimes, children are distracted from listening to and concentrating on adult-led activities.
- Staff do not always have the opportunity to observe and evaluate each other's practice, to enable them to share their good teaching skills and identify any areas for development.

What the setting needs to do to improve further

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

- enable children to listen and concentrate without distraction during adult-led activities, for example, by reviewing the organisation of routines and other activities that take place simultaneously
- extend opportunities for staff to observe and evaluate each other's practice, to enable them to benefit from each other's skills and identify any areas for development.

Inspection activities

- The inspector viewed all areas used by the children, including the outdoor environment.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed play and learning opportunities and spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager and looked at a range of documents, including children's assessment and tracking records, a sample of the policies and procedures and the provider's self-evaluation form.
- 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 inspection.

Inspector

Ron Goldsmith

Inspection findings

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

Staff extend children's learning as a result of their careful and well-focused observations. They use skilful questioning and encourage children's thinking through a range of activities. Staff plan opportunities for children to use their investigative skills to find out things for themselves. Children plant vegetables, such as strawberries and carrots. Younger children enjoy making gingerbread men for Father's Day, mixing and exploring the texture of ingredients and talking about what they see and feel. However, sometimes they are distracted from listening and concentrating because of general noise and other activities taking place nearby. Staff make sure children develop the skills needed for school, promoting thoughtful responses by asking open questions. Staff introduce letters and sounds, and children enjoy fun games exploring numbers. Staff encourage children to recognise and talk about how they feel. This creates a strong base for developing their emotional confidence and for getting along well with others.

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

Staff have excellent relationships with the children. Care practices significantly enhance children's emotional and physical well-being. Children benefit from a welcoming, well-organised and exciting environment. The caring, supportive and nurturing staff ensure all children feel valued, safe and secure. Children's self-esteem is extremely high. This is because staff continually praise their efforts and achievements, and involve them in constant conversation to ensure they are fully engaged and listened to at all times. Children are learning to live healthily and their daily routine ensures there is plenty of fresh air and exercise. Staff help children to develop independence skills. For example, children wash their hands before snack, set the table and tidy away afterwards. Staff make sure children consider the consequences their actions have on others and children readily share and take turns. Parents are invited to lead sessions with children to share their skills. This widens children's experiences and knowledge.

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

Enthusiastic staff work hard to make sure children enjoy rewarding, relevant and well-managed experiences in the pre-school. Policies and procedures are reviewed and updated regularly. Recruitment procedures are robust and staff have completed safeguarding and first-aid training. This helps to keep children safe. A positive approach to evaluating the quality of teaching is in place. This provides effective feedback to staff on their practice. However, there are few opportunities for staff to observe and evaluate each other's practice, in order to share skills and identify any areas for development. Staff attend relevant safeguarding training and know what action to take if they have any concerns about a child's welfare. Good relationships with parents and other early years professionals ensure children's needs are fully understood and met. Parents are well informed about their children's care and learning. They are encouraged to contribute their views about their child's abilities and achievements.

Setting details

| | |
|------------------------------------|---------------------------------------|
| Unique reference number | 305166 |
| Local authority | Cheshire West and Chester |
| Inspection number | 867576 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 46 |
| Name of provider | Little Overton's Pre-School Committee |
| Date of previous inspection | 13 December 2011 |
| Telephone number | 07759 407 365 |

Little Overtons Pre-School was registered in 1990. The pre-school employs 6 members of childcare staff. Of these, one has level 2, three have level 3, one has level 5 and one has Early Years Professional status. The pre-school opens from Monday to Friday all year round. Sessions are from 9.15am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

