

The Village Pre-School (Gorse Covert)

Gorse Covert Primary School, Gorse Covert Road, Birchwood, Warrington, WA3 6TS



Inspection date	7 November 2016
Previous inspection date	15 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are very ambitious and dedicated to providing the best quality provision they can for children. They carry out regular and accurate evaluations of the pre-school to support their proactive drive for continued improvement.
- Children are motivated and make good progress in all areas of their learning. They show high levels of concentration as they participate in a good range of learning opportunities.
- Partnership working with professionals is strong. Information about children's care and learning is shared in great detail. This helps to promote a continued approach in children's learning and care.
- Children have developed excellent relationships with staff who know them well and are responsive to their individual needs. Children confidently explore their well-resourced environment.
- Staff are good role models. They use praise and encouragement to help all children to behave well, demonstrate empathy and build friendships with those around them.

It is not yet outstanding because:

- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to fully reflect on their practice and knowledge.
- Although the setting has strong links with parents, children's ongoing progress is not always shared with parents in a timely manner to enhance continuity of care and learning.

What the setting needs to do to improve further

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

- provide more opportunities for staff to fully reflect on their practice and knowledge to take teaching to the highest level
- share children's ongoing progress with parents in a more timely manner, in order to provide an even more collaborative approach to children's care and learning.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of the possible signs of abuse and neglect and know how to refer their concerns about children in order to keep them safe. Staff have attended additional training and are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Robust vetting procedures are followed to ensure the suitability of all adults working with the children. The manager regularly monitors the educational programmes, ensuring that children are progressing well across all areas of their learning and development. Staff are regularly supervised and benefit from opportunities to maintain their skills, such as training. Parents comment that they are extremely happy with the quality of care provided.

Quality of teaching, learning and assessment is good

All staff are qualified and the quality of teaching is good. Staff model speech clearly and use every opportunity to introduce new words to extend children's growing vocabulary. This helps to support children's speaking and listening skills. Staff observe children as they play and interact with others. They use the information well to identify what children need to learn next. Activities are effectively planned according to children's individual needs, which helps to support their progress. Children play games with different vegetables that encourage their learning about number, shape and size. This helps them to understand concepts, such as big or small, and to estimate how many objects they have in front of them. Children are focused and listen intently as staff skilfully encourage them to join in at group discussion times. Children show an interest in books which helps to support early literacy skills. They sit and listen with concentration as staff read stories, eagerly anticipating what they think will happen next.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are supported well and children demonstrate that they feel safe and secure. Children benefit from a well embedded key-person system. Staff know the children extremely well and are well deployed so children are highly supervised. They teach children about the importance of a healthy lifestyle and good hygiene. For example, they explain why eating healthy food gives the children energy. Children have daily opportunities to play outdoors. They enjoy jumping in the leaves, helping to develop their physical skills. Staff teach children about the wider world through which they learn about tolerance and acceptance. Children are valued and celebrated in the setting.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities make good progress in their learning. Children are developing the key skills needed for the next stage in their learning, such as school. Children are confident and independent. They make choices about what they want to do and manage their own care needs. Strong links with the school in which the pre-school is situated help to prepare children emotionally for starting school.

Setting details

Unique reference number	EY375737
Local authority	Warrington
Inspection number	1065196
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	39
Name of registered person	The Village Pre-School (Gorse Covert)
Registered person unique reference number	RP527955
Date of previous inspection	15 July 2013
Telephone number	07875365967

The Village Pre-School (Gorse Covert) was registered in 2008. The pre-school employs six members of childcare staff, of whom all hold an appropriate early years qualification at level 3. Sessions are Monday to Friday 8.45am to 11.45am and 12.30pm to 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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