

Spinney Pre School

Spinney Avenue, Widnes, Cheshire WA8 8LD



Inspection date	24 January 2019
Previous inspection date	29 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The manager has failed to provide Ofsted with information about changes to committee members, as required.
- Occasionally, children are not supported to continue with their good learning when they become engrossed in activities of their choosing. Children's play is sometimes interrupted by other directions given by staff.
- Sometimes, staff do not fully support children to understand the benefits of healthy eating to help to extend their understanding of a healthy lifestyle.

It has the following strengths

- The manager leads a long standing, dedicated and well-qualified staff team. She provides regular supervisory meetings to ensure that staff's continued professional development is supported well. Staff are keen to complete training and enhance their knowledge and skills even further.
- The manager involves parents, children and staff in self-evaluation to identify areas for improvement. For example, staff share their views and contribute ideas that feed into planning.
- Staff complete regular observations and assessments of children's learning. The manager uses information from these to monitor children's progress closely. This helps her to identify any gaps in children's development and to plan targeted learning opportunities tailored to their individual needs.
- Children have a variety of opportunities to learn about the world around them. Staff take children on regular outings to meet with people from the community, such as elderly residents in a care home. This helps them to learn about diversity, including the different lives of people.
- Staff work well in partnership with parents and other settings that children attend. They share regular, two-way information regarding children's development. This shared approach contributes to the good progress that children make.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the necessary information about changes to the members of the committee.	24/02/2019

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

- ensure that children have plenty of time and opportunity to lead their own play, to support their learning even more effectively
- increase children's understanding of the benefits of healthy eating, to support their learning even further.

Inspection activities

- The inspector took a tour of the pre-school with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector completed an evaluation of an activity with the pre-school manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not informed Ofsted of a change to committee members. This means that Ofsted are unable to complete all the required checks to determine their suitability. However, because committee members do not have unsupervised contact with children, the risk to children is minimised. Furthermore, committee members complete safeguarding training alongside staff working with children in the pre-school. The manager ensures that they understand and complete risk assessments to minimise potential risks. Staff understand the signs and symptoms of abuse and neglect. They demonstrate suitable knowledge of the relevant agencies to contact following any concerns about a child's welfare. This includes how to identify and respond to concerns about children who may be at risk of exposure to extremist views. The manager has effective systems in place for dealing with complaints. She ensures these are investigated and evaluated fully.

Quality of teaching, learning and assessment is good

Staff get to know children well. For example, they gather information from parents about their child's interests at home. Staff encourage children to share experiences using photographs of children participating in activities with their parents. They use these opportunities to build on children's language skills. Children delight in recalling what they have done and share their stories with their peers with great enthusiasm. Children thoroughly enjoy creative activities, such as construction and sand play. For example, they use their good imaginations to build a bridge using planks of wood. They work together successfully as a team. Staff support them well to test out their ideas and to use their good problem-solving skills. Overall, children are keen and motivated to learn.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time spent in pre-school. They settle quickly and form strong attachments with staff. Children behave well, are polite and use good manners, without prompts, from staff. They share, take turns in play and follow instructions well. For example, children line up sensibly to walk outdoors, where they enjoy fresh air and physical play. They learn to roll hula-hoops and run freely, to expel excess energy. Children follow good hygiene routines and develop self-care skills. For instance, they wash their hands independently before eating and after toileting.

Outcomes for children are good

Children demonstrate that they are confident and self-assured individuals. For example, they state that ice found outside is frozen rain water. They know that if they touch it with warm hands it will melt and become water again. Children learn important skills for future learning, such as reading and mathematics. For instance, they find their name tags and self-register when they arrive. Children practise their good hand-to-eye coordination skills as they use tweezers to pick up pom-poms. They count and use language to describe size, such as, 'bigger'. Children are prepared well for future learning and the eventual move to school.

Setting details

Unique reference number	502232
Local authority	Halton
Inspection number	10072923
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	2 - 4
Total number of places	20
Number of children on roll	20
Name of registered person	Spinney Pre-School Committee
Registered person unique reference number	RP904783
Date of previous inspection	29 January 2016
Telephone number	07752 911987

Spinney Pre School registered in 2001. It is owned and managed by a committee. It opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am, 12.15pm to 2.50pm and 8.45am to 2.50pm. The pre-school employs four members of staff. Of these, all hold appropriate early years qualifications at level 3. 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.

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