

Inspection of Weaverham Forest Pre School Trading as Weaverham Pre School

Weaverham Primary Academy, Northwich Road, Weaverham, Northwich, Cheshire CW8 3BD

Inspection date: 21 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy to arrive at this pre-school. Familiar staff welcome children and their parents. This helps children to feel safe. Children explore the range of activities that are carefully planned for their interests. They have access to a very well-resourced outdoor area. They are free to explore and experiment with the natural items they collect. Children have access to nature sessions in the woodland area. They learn about bugs, insects and local wildlife and how to identify centipedes and woodlice. Children curiously move logs and stones, where they discover different insects. Staff encourage discussions about what children observe in the environment. For example, children spot something in the sky and correctly identify a paraglider. This starts a conversation about what it is and how it flies. This helps children to learn about different types of interests, ideas and to use their imagination. This helps children to be ready for the next stage in their learning. All children make very good progress from their starting points, including those children with special educational needs and/or disabilities.

Staff have high expectations of children's behaviour. Children play alongside each other very well and say 'good morning' to visitors. Staff skilfully model language and conversation. They give children enough time to listen and respond. Some children need more support with speech and language. Staff use different strategies to help individual children understand. Trained staff support children in developing emotional literacy, which helps every child to communicate their feelings and thoughts. This helps children to develop confidence and resilience, especially those affected by the COVID-19 pandemic.

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

- Managers and staff have a shared aim to ensure children become confident communicators. Staff skilfully involve numbers and different vocabulary in their teaching. Children count as they hide items for their friends to find. Staff use words such as 'juicy' and 'sweet' while children have their snack. This helps children to become more familiar with mathematics and increase their vocabulary.
- Children have many opportunities to challenge their physical abilities. They build climbing frames and dens. Staff teach children to use fire and small hand tools safely. This helps children to develop their skills in exciting ways. Children learn more about the world around them. This includes learning to understand about risks and safety in what they do.
- Children experience visits in the local community. For example, they have weekly visits to the local library where they have story sessions. Staff arrange a visit from a fire engine, where children learn about people who help us. The setting has links with the local care home, where children help to keep the residents'

garden tidy. This helps children to learn about and care for other people.

- Children have a high level of motivation in play and learning. They solve problems with each other. For example, they pour water into different containers and explore different capacities. They concentrate intently while trying hard not to spill any water. This helps children to persevere and learn to work together.
- Staff aim to teach children to be independent. They encourage children to use the bathroom independently and wash their hands. However, at times, staff peel fruit and pour drinks for children at snack time. They do not always encourage children to try to do this for themselves. This means staff do not consistently recognise opportunities to develop children's independence.
- The manager is very passionate about the care and education of all children. The manager and her team have a shared vision for all children to be ready for the next stage in their learning. She knows the children very well and their next steps in learning. She works alongside staff and ensures that all staff progress in their practice. However, on occasion, staff are not aware of where children choose to play in the outdoor area.
- Parents are very happy with the service they receive. They have good communication with staff. Parents report that they receive updates online regularly. Parents say that they are involved in regular meetings with staff. They discuss their child's progress and any extra support that is needed. This helps parents to be more informed about their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed relevant safeguarding training and they have a clear understanding of what would make them concerned about a child's welfare. They are aware of the signs that may indicate a child is at risk of harm. Staff know who to report concerns to about a child or colleague. They know the signs to look for in safeguarding issues such as radicalisation and domestic abuse and violence. The pre-school is very well maintained, clean and secure. Risk assessments are in place for off-site trips and different activities to ensure the safety of the children in staff's care.

What does the setting need to do to improve?

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

- enhance staff deployment to ensure that staff are aware of which areas of the outdoor area children are playing in at all times
- ensure opportunities for children to develop independence skills are consistently recognised by staff.

Setting details

Unique reference number	2541542
Local authority	Cheshire West and Chester
Inspection number	10221474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	41
Name of registered person	Weaverham Forest Pre-School
Registered person unique reference number	RP525881
Telephone number	07884447542
Date of previous inspection	Not applicable

Information about this early years setting

Weaverham Pre School registered in 2019 and is located in Northwich, Cheshire. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, term time only, from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmin Sanders

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector and the manager undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector reviewed comments by parents about their experiences of care, education and involvement at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with staff to evaluate the impact of the curriculum on outcomes for children.
- The inspector and the manager carried out a joint observation of a sensory activity.

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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