

# Newchurch Pre-school Limited

Parish Hall, Common Lane, Culcheth, Warrington, Cheshire WA3 4EH



<b>Inspection date</b>	14 March 2019
Previous inspection date	17 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 management team is knowledgeable and committed to developing the pre-school. They consult with staff regularly and implement improvement plans.
- Staff plan stimulating and interesting activities that support children's learning. For instance, they plan activities that support children's understanding of growth, such as planting bulbs. This encourages children to talk about and explore the changes in the bulbs and what they require to grow.
- Children's behaviour is good. They know what is expected of them and follow the rules of the pre-school. For instance, they form orderly queues to walk to the bathroom and respond well to staff.
- Children's physical development is promoted well. Staff encourage children to take part in physical activities that support their coordination and strengthen their hand muscles. There are opportunities for independent mark making throughout the pre-school.
- Staff support children's early communication skills well. They engage children in meaningful conversation and introduce new words to extend children's vocabulary.
- Children come into pre-school happily and are greeted warmly by staff. This helps them to settle quickly and they are keen to participate in activities. Children freely explore and lead their own learning during activities.
- The views of parents are not always fully considered to help further develop and improve the pre-school.
- The methods to engage all parents in their children's learning at home are not fully developed.

## What the setting needs to do to improve further

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

- build on self-evaluation procedures to include the views of parents in order to help drive further improvement
- improve ways to further encourage parents to extend children's learning at home.

### Inspection activities

- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school management team. She looked at relevant documentation, such as evidence of the suitability of staff working at the pre-school.

**Inspector**  
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## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of possible signs of abuse. They know what action to take if they have concerns about a child's welfare. The manager ensures all staff are suitable for their roles. Staff conduct daily checks of the premises and resources to minimise risk to children. The manager and staff work closely with local schools. They invite teachers to visit the pre-school in order to share valuable information and good practice. This supports children's eventual move to school. The manager monitors the progress made by individuals and groups of children. She identifies any gaps in learning and puts appropriate support in place to meet the needs of children effectively. For instance, she uses additional funding well to improve outcomes for individual children. Staff receive effective supervision and support from the manager to enhance their personal effectiveness and to continually provide a good level of care for children.

### Quality of teaching, learning and assessment is good

Staff regularly observe children as they play and make regular assessments of their learning. They listen carefully to children and extend their learning. For instance, while children paint pictures of daffodils, they talk about the different types of flowers they know. Children use their imagination well. For instance, they pretend to be doctors and apply bandages on dolls and staff, to make them better. Staff use group times to develop children's listening and attention skills. They encourage children to count and learn the days of the week. Children eagerly answer questions and share their thoughts and ideas in the group.

### Personal development, behaviour and welfare are good

Children learn about the importance of living a healthy lifestyle. For instance, staff promote good hygiene routines and provide healthy snacks. Children form positive relationships with staff and each other. This helps the children to feel secure and safe in their environment. Staff praise children's efforts and encourage them to 'have a go' with difficult skills, such as balancing on one leg. This supports children self-esteem and builds their confidence. Children have respect for each other and play cooperatively. For instance, they wait to take turns as they play together using the doctor's kit.

### Outcomes for children are good

Children are interested and engaged in their learning. They engage for sustained periods of time during activities, showing good levels of concentration and involvement. Children show good level of independence in self-care. They are keen to complete simple tasks, such as tidying up and washing their plates after snacks. Children count objects and can use their fingers to represent numbers. Older children are beginning to recognise their names. Children gain good understanding of the world. All children, including those who receive funding, make good progress from their starting points. They develop important skills ready for their next stage of their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY277840
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10066549
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Newchurch Pre-school Limited
<b>Registered person unique reference number</b>	RP523117
<b>Date of previous inspection</b>	17 May 2016
<b>Telephone number</b>	07980 467195

Newchurch Pre-school Limited registered in 2003. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and early years professional status, one holds level 2 and one holds level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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