

# Inspection of Twincle Pre-School

Wincle C of E Primary School, Wincle, Macclesfield SK11 0QH

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Inspection date: 10 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Excited children happily enter this nurturing, safe and welcoming setting. With beaming smiles to staff and friends, they choose activities. Children are absorbed as they play hospitals. They bandage staff and dolls. They chatter and make notes about the 'patients'. Staff skilfully support children to think carefully about letters and the sounds they represent as they write. Children develop skills that will help them as they learn to read and write. They develop a caring attitude and good behaviour as staff role model their expectations extremely well during play. They are excited to discover how the blood pressure machine works, learning that air makes the indicator move. They learn about cause and effect.

Children explore the well-developed learning environment. They eagerly get ready to continue learning outside, putting on their coats and helping each other with zips. Children make friendships and develop self-care skills. At snack time, children confidently discuss recent events and they are encouraged to take turns in the conversation. Staff ensure everyone has a chance to have their voice heard. Expectations for all children are high, including those with special educational needs and/or disabilities (SEND). The setting has excellent links with the on-site school, and children benefit greatly from this, learning as they work and play alongside reception and year 1 children. Children enjoy a wide variety of lessons in the school environment, and they make good progress. Children are extremely well prepared for their transition to school.

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

- Leaders have a clear, well-planned vision for the setting, which is being embedded. All staff, including new staff, are aware of the setting's vision and are involved in decisions and plans for progress. Leaders work hard to monitor the provision and staff describe how well supported they feel.
- Staff are knowledgeable and motivated. They are skilled in identifying needs and work closely with the school's special educational needs coordinator to put support in place. Referrals are swift when needed, and funding is used well to support children, for example with one-to-one support. Children with SEND make good progress.
- Staff know children well and their assessments inform the development of next steps in learning that are suitably challenging. However, challenge is not consistently implemented in all activities and, on occasions, children lose focus. At these times, learning is less effective.
- Staff ask questions with real interest and children respond well. They are valued and listened to. Children learn descriptive words, for example, as staff ask children if their snack is 'soft and squishy' or 'crunchy'. They develop an understanding of new descriptive words from the skilled staff.

- Staff adapt their provision as they assess children. For example, they noted that children were less focused in the afternoon so changed the routine to include a music, movement and relaxation session. Children enjoy this activity and start the afternoon session motivated and focused on learning.
- Parents give examples of the support they receive and the progress their children make. They explain how well the setting shares information. Parents say their children love attending the setting and describe the staff as 'superhuman'. They note improvements since the current supervisor has been in post. Parents are overwhelmingly positive in their feedback of all aspects of the provision. Partnership with parents is very strong.
- A well-attended story café supports a love of reading. Following an extremely well-read story, the book and related activities are shared with parents to enjoy and extend learning at home. Children's learning is extended into the home.
- Transition is a strength. Families are invited to weekly drop-in sessions where they can experience pre-school. Regular visits and sessions held in the linked school support children's transition and readiness for school. Older children learn to be role models and support the younger children to settle in. Expectations for learning are high.
- The children benefit from a good adult-to-child ratio. Children develop close bonds with the nurturing staff. They have regular involvement with community events and visitors. Recently, for example, a support dog visited the setting. Children learn about people and animals who help us. They gain confidence in different situations, and they display good behaviour.
- Hygiene routines are well embedded, and children are encouraged to be independent in managing their personal needs. For example, they take part in handwashing at appropriate times.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their roles and responsibilities to keep children safe from harm. A robust recruitment and induction process is in place and all staff attend regular safeguarding training to keep their knowledge current. Staff know the signs and symptoms of abuse and know what to do should they be concerned about a child's welfare. The setting is safe. Staff supervise children well and have processes in place to ensure children cannot leave the site unsupervised.

## What does the setting need to do to improve?

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

- consider ways to offer consistent challenge to children in activities, to help them keep focused and to further improve the already good progress being made.

## Setting details

<b>Unique reference number</b>	305404
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10233593
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Wincle Playgroup and Care Club Committee
<b>Registered person unique reference number</b>	RP527425
<b>Telephone number</b>	01260 387387
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

Twincle Pre-School was registered in 1996. It opens five days a week from 8.45am to 3.15pm, during term time only. The pre-school provides funded early education for two, three- and four-year-old children. There are four members of staff who all hold relevant early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and considered this in their judgements.
- The inspector and the supervisor conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children learn from this.
- The inspector observed an activity and evaluated this with the supervisor.
- The inspector spoke to and viewed feedback from parents during the inspection.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including paediatric first-aid certificates and Disclosure and Barring Service information.

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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