

Inspection of Church Walk Pre-school Nursery Ltd.

Church Walk Pre School Nursery Ltd, Church Walk, ULVERSTON, Cumbria LA12
7EN

Inspection date: 5 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this wonderful setting where highly experienced staff provide meaningful and engaging learning experiences. A carefully planned and sequenced curriculum provides all children with opportunities to develop their skills. Staff challenge children to become deeply involved in their own learning, which supports them to develop resilience and critical thinking skills. They keenly encourage and prompt children's ideas to help take their learning to the next level. Providers have exceptionally high expectations for children's behaviour. Staff sensitively help children to learn the boundaries and rules of the setting through positive reinforcement. Children learn to be positive and respectful of their peers.

The curriculum provides children with a rich set of experiences that help them to make sense of the world around them. For example, staff take children to join in events and celebrations such as the harvest festival at the local church. They learn about children living within the local community and how they can help them. For example, they bring food to church that they have been collecting and know it is for people less fortunate than themselves. Staff teach children about changes in the seasons. They provide lots of exciting opportunities for children to explore the outside environment. Children talk about the signs of autumn, such as falling leaves and conkers, and they keenly notice squirrels in the trees. Children's personal development is exceptional and they are extremely well prepared for their eventual move to school.

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

- Leaders and staff are committed to providing high-quality care and learning for all children. They plan and implement a rich and inspiring curriculum which builds on children's existing knowledge. Leaders and staff meticulously plan learning opportunities for children which enable them to practise, enhance and challenge their learning to take it to the next level. This helps children to revisit and consolidate their learning and ensures that all children make exceptional progress, regardless of their starting points.
- Leaders and staff are dedicated to improving communication and language. They provide extensive opportunities for children to use stories, song and rhyme to promote literacy. Leaders skilfully develop children's communication, questioning, reasoning and critical thinking. This improves children's language by introducing them to new words and developing their understanding through consistently high levels of communication.
- Leaders and staff sensitively teach children about the world in which they live. They acknowledge and celebrate similarities and differences between themselves and others. Staff plan exciting and authentic experiences using real items and equipment to help children to explore celebrations such as Diwali and

Lunar New Year. This teaches children about tolerance, respect for other cultures and beliefs, and broadens their understanding of the wider world.

- Children show tremendous levels of independence. Leaders and staff effectively foster self-care through everyday activities, such as tidying up and putting on own coats and boots to play outside. Staff teach children about the importance of personal hygiene in keeping us safe from germs. This helps children to develop essential skills they will need for the next stage of their learning.
- Staff have good relationships with the children and their parents, which helps them to provide positive interactions and strong attachments. The robust key-person system helps staff to know individual children very well. This works particularly well for children with special educational needs and/or disabilities. Staff swiftly identify when children are at risk of falling behind in their development and know just how to meet every child's individual needs. Staff work closely with parents and other professionals to implement specific plans to promote children's progress and to ensure they get any additional help they need to keep up.
- Leaders are dedicated to furthering the professional development of staff. They play to staff strengths and provide numerous opportunities to attend training to continually improve their high-quality practice. Training is disseminated at staff meetings so that all staff benefit from the wide array of skills and knowledge their colleagues have. This enables staff to expertly build and develop their skills over time and provide children with the highest quality of education.
- Leaders work tirelessly to sustain the highest quality of provision. Meticulous analysis of the curriculum and its impact on children's learning, detailed action plans and support from external partners are key in helping them to achieve this. Actions are quickly addressed and evaluated to assess their impact. This enables leaders to consistently appraise their provision to ensure they are providing the best possible opportunities for children.
- Partnership with parents is exemplary. Parents are highly involved in the setting and their presence is welcomed by staff and leaders. They are invited to join in with visits, for example to church, and to stay-and-play or family learning sessions. This helps to provide a coordinated approach to children's learning which results in exceptional progress for all.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective safeguarding policies and procedures in place. All staff attend regular training to keep their knowledge up to date and have a good understanding of the signs and symptoms of abuse. Leaders and staff know what to do if they are worried about the welfare of a child and are confident in their reporting procedures. Risk assessments and regular checks ensure the premises are safe and secure at all times. Leaders and staff involve children in activities to teach them about safety and risk. They teach children about road safety and the safe use of tools.

Setting details

Unique reference number	EY332856
Local authority	Westmorland and Furness
Inspection number	10301425
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 at time of inspection	2 to 11
Total number of places	36
Number of children on roll	34
Name of registered person	Church Walk Pre-School Nursery Limited
Registered person unique reference number	RP910329
Telephone number	01229 586403
Date of previous inspection	9 January 2018

Information about this early years setting

Church Walk Pre-school Nursery Ltd. registered in 2006 in the Ulverston area of Cumbria. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 7.30 am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Highcock

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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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