

Inspection of Alderley Edge Pre School

Alderley Edge Community Primary School, Church Lane, Alderley Edge SK9 7UZ

Inspection date: 7 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The vibrant and welcoming pre-school supports children to develop their own unique personality and character. Children arrive ready and eager to learn. The pre-school offers a vast range of opportunities for children to learn about the world they live in. For example, staff arrange visits from the fire brigade, police and guide dogs and their owners. They teach children about a range of festivals and encourage them to try foods from other cultures. The curriculum is deeply rooted in developing children's love and curiosity for nature. Children spend much of their time in the nearby woodland where they build, climb and explore. Children learn about life cycles as they hatch butterflies and ducklings. The pre-school is firmly embedded within the local community. Children visit the chickens at the local church to collect eggs and visit the nearby allotment to grow fruit and vegetables.

Younger and older children spend time together, as well as apart. This perfect balance allows older children to be role models while staff meet the needs of different age groups. Staff use a variety of spaces to meet children's needs, such as using smaller spaces to help new children settle. The pre-school takes advantage of the school site on which it is based, using the school grounds and multi-sports area for weekly sports lessons to develop children's physical skills. Staff consistently promote good manners and kindness. Children show a high level of respect to staff and each other. They eagerly work together to collect 'kindness hearts', knowing that when they have collected them all, they will be rewarded. Children rapidly develop their knowledge and skills through engaging and meaningful learning experiences. For example, older children develop their mathematics and physical skills when making dough. Some children go outside to pick lavender to add to the dough, making it a sensory experience. Staff give children the freedom, tools and confidence to explore their own ideas.

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

- The pre-school has created and implemented an ambitious curriculum for all children. Staff have high expectations of children. For example, they teach children about water pressure as they explore how the angle of pipes changes the water flow. The curriculum is designed to continually build on what children know over time. For example, younger children develop strength in their hands during activities, such as making dough. As they develop, staff encourage children to graduate to making big movements with scarves and making large mark-making movements. This helps all children to make consistently excellent progress in their learning.
- Staff are expert teachers. They follow children's lead, challenge misconceptions and adapt learning to meet children's needs in each and every moment. For example, children are intrigued by a creature brought in from home. At first,

they think it is a worm, but with support from staff, they identify it as a millipede. Children spend the rest of the woodland session finding and identifying a wide range of creatures. They learn about their features and habitats. Children develop expert knowledge on a wide range of topics.

- Staff provide excellent support for children with special educational needs and/or disabilities (SEND). They work closely with parents and carers to identify children's needs at the earliest possible opportunity. Staff eagerly embrace their role as part of a wider team of professionals who work together to support children. Staff have strong links with the local authority inclusion officers, health visitors, occupational therapists and physiotherapists. They use additional funding to target support where it is needed. This helps children with SEND to thrive.
- Staff help children develop an excellent ability to assess risk. They do this using a positive approach, so children focus on what they can do. For example, children learn that they can carry sticks larger than their arms, but must drag them on the ground behind them. They know they can climb as high as they feel comfortable, as long as they can safely get down. This helps children to understand their own abilities and limitations.
- Staff provide excellent support for children's communication and language. They use a variety of programmes and screening tools to assess children's needs accurately. Staff use this information to plan small-group sessions for children who need extra support. They read stories with wonderful expression as children hang on their every word. Staff scribe as children tell their own stories, bringing their own worlds and characters to life. Children become expressive communicators.
- Leaders continually evaluate provision and practice to ensure they continue to meet the highest standards. Staff and children contribute to the development plan, with the help of a supportive committee. The pre-school has received awards for the outstanding quality of its woodland provision. Staff liaise closely with the on-site school's early years team. Staff's well-being is a priority, and staff report feeling 'incredibly supported' in their roles.
- Staff offer lots of support to parents to help them continue their children's learning at home. They share a variety of information and invite parents to regular stay-and-play sessions covering topics such as internet safety and school readiness. Parents feel part of the pre-school community.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2707726
Local authority	Cheshire East
Inspection number	10388467
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	33
Name of registered person	Alderley Edge Pre School
Registered person unique reference number	2707729
Telephone number	07956588393
Date of previous inspection	Not applicable

Information about this early years setting

Alderley Edge Pre School registered in 2023 and is located in Alderley Edge. The pre-school opens during term time, from Monday to Friday. Sessions are from 8.45am to 3.15pm. There are eight members of staff. Of these, one member of staff holds an appropriate qualification at level 7, three at level 6, one at level 4 and two at level 3. The pre-school provides government-funded childcare.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025