

Inspection of Little Wizards Pre-School

Unit E, B S Mills, Buxton Road, Stockport, Cheshire East SK12 2PY

Inspection date: 4 June 2025

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

What is it like to attend this early years setting?

The provision is good

There is a welcoming atmosphere at this lively pre-school. Children and families are greeted warmly at the gate by the kind and friendly staff. Children separate confidently from their parents and make their way into the pre-school, keen to explore the activities on offer. This nurturing environment supports children to feel safe and secure.

Children have lots of fun in the exciting outside area. They are highly independent as they lift and carry crates and stand on them to reach a potion-making activity, inspired by a recent book they have read. Children concentrate hard as they carefully add water and petals to the tiny potion bottles. Staff use every opportunity to discuss with the children what their potions smell like and what magic they might do. This helps children to develop their imagination and their communication skills well.

Inside, babies are happy and settled. They have lots of cuddles with staff and enjoy exploring the carefully planned environment. Staff support them to look at specially made picture books that include photos of their families and homes. They speak gently and kindly to babies, commenting on the pictures and pointing out their family members. This supports babies to begin to develop a sense of self and to feel emotionally secure.

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

- Leaders plan an ambitious and carefully sequenced curriculum. The thoughtfully designed environment is planned to provoke children's curiosity. However, occasionally, staff do not have a firm understanding of the curriculum intent and what it means for their practice. As a result, there are times when some staff implement planned learning less effectively and learning is not as focused. For example, when supporting children as they paint, some staff are unclear of the skills they wish children to develop. At these times, children's progress is less secure.
- Children take on exciting and interesting roles and responsibilities in the pre-school. They speak enthusiastically about being 'green warriors'. They put on special backpacks filled with water to go to spray the peas, lettuces and beans that they have grown in the garden. They proudly tell the inspector, 'We are going to plant more plants and look after them.' These activities support children to learn about the natural world around them and to develop a sense of responsibility.
- Children and staff dress in lab coats as they take on their role of 'climate crusaders' and measure the rainfall, wind and temperature each day. They dress as superheroes when they are 'agents of change'. They sort materials for

recycling and collect and return the glass bottles when the milk is delivered. These imaginative opportunities support children to develop an excellent awareness of their responsibilities as citizens of the world and build their self-confidence.

- Staff take every opportunity to develop children's independence skills. At lunchtime, children sit in social groups. They serve themselves from the appetising dish of homemade vegetable chilli, adding nachos and cheese if they wish. They pour their own drink and then wait politely for their friends to serve themselves before they start. Children have interesting discussions with staff and each other about the vegetables, such as butternut squash, in the food. At the end of the meal, children work together to clear away the crockery and cutlery. This prepares them well for their next steps, such as starting school.
- Children are well supported to develop their self-care skills. They discuss with staff the importance of drinking plenty of water in order to stay hydrated. Children learn about their personal space and about how to keep themselves safe online. Children listen intently to a story about toothbrushing. They then brush their teeth, carefully following the technique demonstrated by staff on a giant set of pretend teeth. These experiences help teach children the importance of healthy lifestyles and how to keep themselves safe.
- Staff are excellent role models. They are kind, polite and patient. Likewise, children are courteous and behave well. They willingly share toys and resources and wait their turn to take part in activities. In the baby room, staff speak calmly, there is a serene atmosphere and babies are relaxed and settled. Staff eat lunch at the same tables as the babies and children. They use the same bowls, eat the same food, demonstrate how to use the cutlery and to talk politely during the meal. These role models ensure that there are clear expectations for all children's behaviour.
- Staff speak highly of the support and guidance given to them by pre-school leaders. They have regular supervision meetings with leaders where they discuss their professional development and well-being. Staff report that they have lots of opportunities to develop their knowledge and skills, both via additional training and by sharing the good practice of others at the pre-school. This ensures that their professional expertise continues to develop and improve.
- Parents are full of praise and appreciation for the work of staff and leaders at the pre-school. They report that they are well informed about their child's development and that the pre-school gives them lots of ideas about how to further support their child's learning at home. The information shed at the gate has a wealth of useful information for parents, including recipe of the week and advice about issues such as dummy use and toilet training. Parents work in a positive partnership with staff and leaders and say that they 'couldn't be happier' with their child's development and happiness.

Safeguarding

The arrangements for safeguarding are effective.

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

interests first.

What does the setting need to do to improve?

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

- support staff to understand precisely what leaders intend children to learn as they deliver learning opportunities.

Setting details

Unique reference number	EY545331
Local authority	Cheshire East
Inspection number	10394462
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	0 to 4
Total number of places	84
Number of children on roll	72
Name of registered person	Little Wizards
Registered person unique reference number	RP545330
Telephone number	01663 747144
Date of previous inspection	6 September 2019

Information about this early years setting

Little Wizards Pre-School registered in 2017. The pre-school employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term times. Sessions are from 8.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- Leaders 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 spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- 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 carried out a joint observation of an activity with a pre-school leader.
- The inspector spoke to several parents during the inspection and took account of their views.

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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