

# Halton Lodge and Grange Pre-School

Inspection report for early years provision

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**Unique reference number** 303466  
**Inspection date** 30/06/2009  
**Inspector** Steve Rigby

**Setting address** The Mobile, Woodside Primary School, Whitchurch Way,  
Halton Lodge, Runcorn, Cheshire, WA7 5YP  
**Telephone number** 01928 564031  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Halton Lodge and Grange Pre-School opened in 1973 and is run by a voluntary committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and may care for no more than 22 children from two to eight-years-old at any one time. It operates from a mobile unit within the grounds of Woodside Primary School. The pre-school has its own outdoor play area which is separate from the main school outdoor areas. There are currently 42 children on roll. This includes 32 funded three-year-olds and no funded four-year-olds. Children attend for a variety of sessions. The setting supports children who have learning difficulties and/or disabilities and who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 08.55 until 11.25 each morning and from 12.25 until 14.55 Monday to Fridays. The children attend one of the two and a half hour sessions. There are three part time and three full time members of staff who work with the children. All these staff have appropriate early years qualifications with another member of staff currently on a training programme. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. The Pre-School is a member of the Pre-School Learning Alliance.

## Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. The effective partnership with parents and carers provides children with good quality care and a good early years education for all. Staff are enthusiastic and supportive and suitably plan a variety of meaningful activities that children enjoy, which results in them making good progress in their learning and development. Individual children's progress is being observed and recorded and is informing planning, although, this is not embedded into regular practice. The setting is beginning to create a process of self-evaluation so that it can build upon current practice whilst identifying areas for future development. There is a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- embed a formal self-assessment system for evaluating and monitoring the setting so that it helps staff identify strengths and areas for future development
- ensure that current assessment and recording systems become established and are used to help plan the next steps in children's learning and development.

## **The leadership and management of the early years provision**

The setting is enthusiastically led and managed by a newly appointed manager who works closely with her deputy and staff to provide a secure and welcoming environment. The manager and her staff are developing a process of self-evaluation to support them in building a clear plan for development and improvement. However, this process is not fully embedded and developed into a more formal process. The staff are well qualified and committed to the setting. They have attended a comprehensive number of courses and training between them to enhance their skills which they share freely with their colleagues. A very good range of resources are available and accessible. The setting has very well developed links with the school with children visiting and joining in various activities. Recommendations from the previous inspection have been addressed. Children have constant access to drinking water and are encouraged to drink after any physical exercise. Parents express every confidence in the staff and their work commenting that, 'My kids don't like Saturdays and Sundays because they don't come here' and, 'we feel we are well informed about our child's progress'. The recording of children's work and the development of individual assessment files have been improved. These files afford parents easy access to their child's work and encourages them to make comment. All required documentation, records, policies and procedures are in place and effectively shared with staff and parents. A wide range of risk assessments are carried out on a regular basis. The setting has comprehensive arrangements in place to ensure safeguarding arrangements are fully in place and that the suitability of staff is carefully monitored and recorded. Consequently, the children are very well protected and safe.

## **The quality and standards of the early years provision**

Children are greeted on arrival by a member of staff who welcomes them and their family into a stimulating, caring environment. Key workers are well established and this helps to foster children's sense of security and to build working partnerships with their parents and carers.

Children make good progress and enjoy a well equipped indoor area whilst having regular opportunities to access a stimulating outdoor environment. The sharing of equipment is encouraged by staff as children use the outdoors to practise their skills on bicycles and scooters and develop their coordination and control. Both spaces are arranged to accommodate all the six areas of learning and support adult led activities as well as also encouraging opportunities for independent learning. For example, during the inspection the creative area proved popular with the making of rockets from milk cartons. A range of suitable materials and paints were made available for the children and they showed great determination and high levels of concentration in their work, chattering excitedly about their ideas to staff.

Children's welfare and safety is a high priority to staff. This is framed by a range of policies so that healthy issues are correctly addressed and hygiene routines adhered to. Children show independence in washing their hands at the appropriate

times and healthy eating is actively encouraged with a range of healthy snacks provided.

Children are confident in their surroundings wanting to share their experiences with staff and visitors. For example, they spoke freely about the butterflies in the netting and the previous stages they had witnessed as they were growing. Staff skilfully encourage conversation with the children through open ended questioning and a good use of deliberate errors to get the children to think, for example, 'I'll get my blue paint', 'No! It's black', promoting children's thinking further.

Children's behaviour is good and children are keen and happy to be involved. Their achievements and progress is recorded by staff and these assessments are now beginning to be used to help plan the continuous provision indoors and outdoors. Although this work is not yet fully embedded as regular practice. Staff have great enthusiasm and listen carefully to children's ideas. They allow them time to express themselves and encourage any independent ideas and views that the children may have. Those children with learning difficulties and/or disabilities and those children who speak English as an additional language are well supported and have their own individual educational plans. This ensures their needs are being fully met and that everyone is included in the opportunities provided. Children's work reflecting different cultures is celebrated through a range of displays that create a colourful and vibrant environment that reflects children's imagination and creativity.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met