

Headstart Pre-school Limited

Inspection report for early years provision

Unique reference number EY340840
Inspection date 01/04/2011
Inspector Sandra Ashworth

Setting address Shevington Vale Cp School, Runshaw Avenue, Appley
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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Headstart Pre-school Limited is privately owned and managed and has been registered since 2006. It operates from one classroom and associated facilities within Shevington Vale Primary School in Wigan, Lancashire. Children have access to a secure enclosed outdoor play area.

A maximum of 24 children aged under eight years may attend the pre-school at any one time. The pre-school currently takes children from two to five years of age. The pre-school is open Monday to Friday from 9am to 12 noon during term time only.

There are currently 23 children on roll who are all within the early years age range. Of these, 12 are in receipt of funding for early education. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, one holds Qualified Teacher Status, one holds a degree in early years, two hold a qualification at level 3 in early years and one is currently working towards a qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the pre-school and achieve well in a bright, stimulating and inclusive environment which celebrates their achievements well. They are happy and confident and practitioners work closely with parents and carers to promote children's welfare and ensure their individual needs are well met. Children make good progress towards the early learning goals through a varied and interesting range of activities and resources which cover most aspects of learning well. The pre-school shows a good capacity for continuous improvement. Self-evaluation highlights future areas of development and practitioners sustain these improvements well to provide better outcomes for children.

What steps need to be taken to improve provision further?

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

- extend further the use of assessment to ensure consistent practice in planning children's the next steps in learning
- enhance children's sense of well-being and help all aspects of their development by extending the range of resources and opportunities for outside play.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the pre-school's safeguarding policy and procedures. Risk assessments are completed daily indoors and outdoors ensuring children are cared for in a safe and secure environment. Practitioners effectively include children in helping to identify any potential risks and what needs to be done to make the area safe. For example, while builders are laying bark outdoors children identified that the area must be sectioned off and understood why. Recruitment policies and vetting systems ensure the suitability of the practitioners working with children.

The pre-school is well-led and managed and there are good self-evaluation systems in place, which ensure that improvements have a positive impact on the children's experiences. The views of parents and carers are highly valued and are taken into consideration when identifying areas for development. The recommendations made at the last inspection have been fully implemented. Partnerships with the local authority and practitioners accessing training enhance their knowledge, providing a higher quality of provision. For example, opportunities and ideas on how to further promote children's language skills have been shared with the team following recent language training. Overall, resources, including staff and the available accommodation are deployed well to help support children's development and happiness. However, the range of opportunities and resources for outside play are less well developed. Staff are aware of this and are working to develop this aspect of the provision.

The pre-school has established close links with the host school to ease transitions for those moving on to reception class and to ensure continuity of care and learning. Practitioners build warm and friendly relationships with parents and carers and create a purposeful environment, where all children are included. Engagement with parents and carers takes place before and after the session and the practitioners work closely with parents to provide extra support for children to help them achieve. The practitioners effectively promote equality and diversity, they show a good knowledge of the differing stages of the children's development and how they plan and provide support for individual children.

The quality and standards of the early years provision and outcomes for children

Children are very happy within the warm and friendly environment where they have many opportunities to make good progress in their all-round development. Children settle well because practitioners offer extra support and reassurance to new children to develop her sense of belonging and feeling of security. Practitioners have a good knowledge of the Early Years Foundation Stage. As a result, good consideration is given to children's individual interests as well as their stage of development when planning activities. There is a good balance of adult-led activities as well as free play. Ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and

achievements. However, these are not always used consistently in planning the next steps in a child's learning. Because of the good knowledge of staff this has a minimal impact on children. Effective strategies are in place to identify and work with parents if a child required extra support, including those with special educational needs and/or disabilities.

Children are developing good independence through tasks such as pouring their own drinks and choosing toys and equipment for themselves. Children's achievements are celebrated, giving them the motivation to try for themselves. They show a good understanding of healthy lifestyles and hygiene procedures. For example, children confidently explain that they wash their hands so that any germs will not be passed on to their fruit and into their tummy. Children have continual access to a spacious and secure outdoor area. Practitioners become involved sensitively during children's play asking questions and posing challenges, developing teamwork and extending thinking. For example, a practitioner who is playing alongside a small group of children playing doctors extends their learning by introducing a discussion about bandaging. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a good range of resources gives positive images of themselves or diversity within society.

Children have positive attitudes during their play, routines and with other children and practitioners. Discussions and problem solving encourages disputes to be resolved amicably and allows the children to understand what is right, what is wrong and why. Literacy is displayed throughout the pre-school, within play areas and during routines, reinforcing that print conveys meaning. For example, children find and remove their name card to show they have had snack. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Such skills ensure they are well prepared for their future success.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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