

Highfield Grange Pre-School, The Community Grange Complex

Inspection report for early years provision

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Inspection date	13/12/2011
Inspector	Diane Hawkey-Holt
Setting address	Highfield Grange Avenue, Marus Bridge, Wigan, WN3 6SU
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Type of setting	Childcare - Non-Domestic

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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*.

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Description of the setting

Highfield Grange Pre-School is managed by the Highfield Grange Pre-School Committee. It has been operating in the community for 21 years, and was registered in 2006 on this site. It is situated in the Marus Bridge area of Wigan. The pre-school operates from the main hall in The Grange Community Complex and the building and facilities are fully accessible.

It is registered on the Early Years Register, and a maximum of 24 children may attend at any one time. There are currently 46 children on roll. The preschool receives funding to provide free early education. It is open each weekday from 9am to 12 noon and also on Mondays to Thursdays from 12.45pm to 3.15pm during term time.

Children attend for a variety of sessions and all are in the early years age range. The pre-school supports children who speak English as an additional language. Seven staff are employed, holding the following qualifications in childcare: one at National Vocational Qualification Level 6, five at Level 3 and one member of staff is working towards a Level 4 in Childcare. The pre-school also supports volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported as the practice is inclusive. Most policies and procedures are established and clear, and most of the required documents are in place and accessible. This results in the promotion of children's welfare being good. The manager has a good understanding of most of the strengths and areas for improvement in the pre-school, and takes steps to continuously improve the service. Staff have built strong relationships with parents and other professionals to promote secure and consistent care for children. All children are making good progress.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are accessible and available for inspection by Ofsted, with particular regard to documentation that establishes the suitability of staff (Documentation) 07/03/2012
- develop further the induction system to clearly establish information about who has legal contact with the child; and who has parental responsibility (Documentation). 07/03/2012

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

- develop further the outdoor provision to include mathematical resources.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the pre-school because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. This means that children are safe and secure in the setting. The premises are clean and bright. The staff carry out daily safety checks and there are comprehensive risk assessments that are regularly reviewed. The manager is the safeguarding officer and the special educational needs coordinator and one member of staff is responsible for health and safety. This ensures that the areas used by the children are safe, and children are able to move safely and freely around the building. However, records were not accessible and available for inspection by Ofsted to confirm staff suitability. This is a breach of a specific legal requirement.

The manager is aware of some of the pre-school's strengths and weaknesses. She continually looks for ways to improve the provision for the children and, to this end, sets herself some ambitious and appropriate targets. The pre-school has achieved a 'smile for health award' and the manager has addressed previous actions and recommendations promptly. Staff attend training to improve their practice when it is available. The manager has worked with the staff to develop the assessment and recording process that tracks children's progress. This has improved the provision and opportunities for children to achieve improved outcomes.

The staff form close working relationships with parents and carers. They obtain useful information about each child, such as their likes and dislikes, and interests and abilities. This means that parents' wishes and children's individual needs are met effectively. The staff and parents share important information about their child's progress during daily handovers. Parents help with events and fundraising, and some parents are on the pre-school committee. This means that parents become involved in their child's learning and that each child is well supported in making progress towards the early learning goals. Effective relationships with the local schools and Sure Start advisory service have enabled the staff to share planning and good practice to improve outcomes for children. These well-established relationships contribute well to supporting children's welfare and learning.

A good induction process establishes if children need extra support, and parents receive all the pre-school's policies and procedures. However, the process does not establish information about who has legal contact with the child and who has parental responsibility. This is a breach of a specific legal requirement. The environment is well organised and accessible to the children. This means that they

are able to thrive and make good progress in their development. Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal-opportunities policy is regularly reviewed and children with English as an additional language are supported. The pre-school is well-resourced, with a variety of equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided to use the equipment safely and to clear up areas after use. The children feel safe and secure as they are encouraged to follow safe evacuation procedures. Children feel safe to take appropriate risks when using the outdoor equipment, such as the bikes and large slide. Children's good health is promoted because staff provide a clean and well-organised, accessible environment where children develop good independence with their personal care. For example, they know to wash their hands after using the toilet and before snack. There are good procedures in place for recording accidents and administering medication, which promote children's good health.

The staff observe the children and they record their progress through pictures and comments, and this is linked to the Early Years Foundation Stage framework with subsequent observations used to inform future planning. Children's progress is tracked well to the early learning goals. Areas for extra support are identified as the manager monitors all children's progress, meaning that children are challenged reach their full potential. Children are making good progress in communication language and literacy, as the environment enables children to access a wide variety of books, and there are many opportunities for children to write and record their learning. Children have opportunities to develop large muscle skills outdoors, as they run, climb and play various ball games. However, the outdoor provision does not offer many opportunities for children to develop their problem solving and numeracy skills. The pre-school offers children opportunities to use technology regularly, using some electronic equipment, such as a computer and electronic toys. Children enjoy making decorations with glitter and glue, dancing and singing songs. Problem solving, reasoning and numeracy are embedded in all activities offered indoors, especially during counting and sorting activities that the children take part in. Consequently, children are making good progress towards the early learning goals in all six areas of learning.

There is a clear behaviour policy which outlines expected behaviour in the pre-school, and the staff give clear explanations and set appropriate boundaries. Furthermore, children are developing a respect for themselves and others and are learning about other cultures and beliefs. Children are encouraged to respect each other's things and to share and take turns. This is because the staff make effective use of books and activities to introduce new ideas and promote diversity. For example, the children enjoyed eating Chinese food to celebrate Chinese New Year and taking part in dressing up and singing Christmas songs to celebrate Christmas.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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