

Halton Lodge and Grange Pre-School

The Mobile, Woodside Primary School, Whitchurch Way, Halton Lodge, Runcorn, Cheshire, WA7 5YP

Inspection date	03/07/2013
Previous inspection date	30/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Managers and staff do not have a thorough understanding of the Early Years Foundation Stage and how children learn. Therefore, they do not plan a challenging and enjoyable environment, indoors and outdoors, to meet children's individual needs, stage of development or to sustain their interest.
- Some requirements of the Early Years Foundation Stage are not fully met because self-evaluation and review has not been used to identify and prioritise areas for improvement to raise and maintain standards across the nursery.
- The progress check at age two is not used effectively to highlight when children's progress is less than expected and consider if intervention is required, so that children receive well-targeted support when necessary.
- The manager is unaware of the training staff have undertaken and this compromises children's health and well-being.
- The very loud music at song time is intrusive for children, who choose to read or play. They are unable to concentrate or hear staff and become agitated and unsettled.

It has the following strengths

- Storytime provides opportunities for most children to interact, listen and reinforce their understanding of the story as staff play a memory game afterwards.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the pre-school and in the outdoor play area.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took into account the views of parents and carers.

Inspector

Linda Shore

Full Report

Information about the setting

Halton Lodge and Grange Pre-School was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit within the grounds of Woodside Primary School in the Halton Lodge area of Runcorn and is managed by committee. The nursery serves the local area and is accessible to all children. It operates from a single room and there is a fully enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 41 children attending, who are all within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan challenging and enjoyable experiences for children in all areas of learning, indoors and outdoors by: improving knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to provide a challenging and stimulating environment for all children, so that they make good progress
- use the progress check at age two to identify areas of strengths and weaknesses and clearly relay this information to parents to consider a joint approach to support children's future learning and development
- ensure all staff are suitably trained and that the manager deploys staff effectively to ensure children's health and well-being, for example, by ensuring only staff with current food safety training prepare and handle food
- improve the organisation of group activities to ensure the needs of all children are met, for example, by ensuring the volume of some activities does not prevent other children from finding a quiet space when they need it.

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

- implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development. Devise an action plan to overcome weaknesses that have been highlighted, as a result of the process to improve provision for all children.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff plan some appropriate activities and play experiences, which adequately cover the seven areas of learning. However, there is not sufficient support, challenge and differentiation in activities to meet the needs of some children. Staff carry out observations and have a basic system to assess children, however, this is not fully embedded in practice. They do not always use this information effectively to establish children's starting points, to plan for the next steps in children's learning or to build on their interests. For example, next steps in learning are generally implemented through structured adult-led activities. This does not allow children many opportunities to learn through their own curiosity and interests, in an enhanced environment to meet these needs. This means that some children do not receive enough support or challenge in their play and as a result, they soon lose interest and show little enthusiasm, which is required

for effective learning. Therefore, children are not demonstrating or learning the key skills and attributes, necessary to support their future learning, for example, in readiness for school.

Time spent in adult-led activities at the pre-school is disproportionately high. This means that children have limited time to direct their own learning by following their own scenarios and interests. Children are often engaged in welcome time, story time, phonics sessions and adult-led music time. They are able to move away from the music and dance session if they choose, into the quiet book area where a member of staff is there to support them with books and quiet pursuits. However, this is not effective and does not meet their needs as the music is very loud and intrusive in all areas of the single room pre-school. Children are unable to concentrate or hear what the member of staff is saying and they get agitated and unsettled, particularly younger children.

Staff set out some resources and messy play before the session starts and these generally cover all areas of learning. However, children do not show that they are interested or choose to independently explore some areas. This is because the resources available are not closely linked to children's interests and their time for free exploration is interrupted by the next group activity.

Some aspects of learning are sound. Storytime is an opportunity for children to interact and learn mathematical concepts and reinforce their understanding of the story as staff play a memory game afterwards. For instance, they count the number of owls in the book and calculate how many of them come back in the story. They also remind each other of the owl's names. Small groups of children show interest and excitement as they mix paints and glitter with their fingers as they make patterns in the shaving foam. However, these experiences are limited. Children have regular opportunities to develop their physical skills. They play outdoors in the enclosed playground daily. They use small climbing frames and slides and some wheeled ride on toys. However, there is little opportunity for children to investigate the natural environment or pursue their own learning outdoors as there are very limited resources available to them.

The nursery appropriately supports children with special educational needs and/or disabilities by, for example, using sign language and picture cards. A speech and language therapist comes into the setting and gives ideas to staff about how to best support children. At welcome time, staff use a visual timetable to help children understand what activity is coming next. This helps them to learn about time and the sequencing of events. Parents have access to children's learning records and staff talk to them about activities their children have taken part in. This enables parents some opportunities to extend and support children at home.

The contribution of the early years provision to the well-being of children

All children have a key person assigned to them, who collects information about children's individual interests and needs. There are flexible settling-in sessions, depending on needs, and children are comfortable with staff and approach them confidently. Staff collect information from parents about what children do at home, which helps them to

understand children's individual needs and to form appropriate bonds. However, they do not consistently use this information along with their own observations of children to help them to feel secure and establish children's base line assessment as a secure starting point for future learning.

A behaviour management policy is in place and children follow simple rules, which promote positive behaviour. They behave generally well as they learn to share and take turns with equipment. However, staff do not always have realistic expectations of children's behaviour. For example, younger children are expected to sit through long sessions on the carpet listening to a story or participating in welcome time. Staff fail to see that some children are not interested in what is going on and continue to try to get them to do 'good sitting' and 'good listening'.

Children show a suitable understanding of healthy lifestyles as they follow appropriate hygiene routines, such as washing their hands prior to eating. Children help to serve and feed themselves, which supports their independence. They enjoy a range of snacks and drinks to help them make healthy choices with regard to food. Children with special educational needs and/or disabilities use signs to indicate they would like more milk and staff clearly understand the request.

Children show an understanding of the importance of regular exercise as they enjoy the active dance and movement session and feel their heart to learn the effect exercise has on their body. They have daily opportunities to engage in physical activities in the fresh air. There are some appropriate procedures for transition to school and within the setting, which helps children to become familiar with their new environment. For example, the pre-school is on a school site and children make regular visits to meet the teachers and familiarise themselves with the school before moving on. Staff support children to prepare for school through discussions and stories about starting school and the role play area is set up as a classroom with a register for children. There is a good selection of toys, equipment and resources. However, these are not used to their full potential or presented in a way that inspires children to follow their own scenarios by moving and combining them in different ways. Consequently, the role play area does not attract children to play and staff do not notice this or enhance the provision accordingly.

The effectiveness of the leadership and management of the early years provision

The inspection was prioritised following concerns raised with Ofsted regarding possible immediate risk to children, regarding care and professionalism of staff, with particular reference to children with special educational needs and/or disabilities. Ofsted conducted a visit and a subsequent notice to improve was issued. The actions set have been partially addressed at inspection. The special educational needs co-ordinator liaises with parents, childminders and other professionals as required to ensure children get the specialist care they need. Staff have undertaken additional training to improve interactions with children, parents and others, to improve the provision. However, The manager is unaware of the training staff have undertaken, therefore, she cannot be certain that they have the necessary skills and qualifications to care for children. For example, certificates are not

dated to show when staff last attended safeguarding children training and it has not been possible to establish if staff members have undertaken food safety training. This compromises children's health and well-being.

Staff do not consistently use information they have on children effectively and this compromises the efficiency of the educational programmes, which lack interest and variety for some children. As a result, some children are not stimulated enough and show little excitement in their learning. The manager and staff do not have a thorough and confident understanding of the requirements of the revised framework for the Early Years Foundation Stage and this has a negative impact on most aspects of practice. However, the management has sought and booked Early Years Foundation Stage training with the local authority to address the requirements of the improvement notice.

Self-evaluation is not sufficiently rigorous as the managers and staff do not identify all of the strengths and weaknesses of the nursery. As a result, priorities for improvement are not identified or acted upon to ensure requirements of the Early Years Foundation Stage are met, or to improve the provision for children. Sound recruitment processes ensure staff are suitable to work with children and appropriately vetted. Supervision meetings and annual appraisals have not been regular enough to ensure all staff have been fully supported in their role, or training needs accurately identified. This is now being addressed but is not yet fully embedded to ensure staff development, in order to improve the service to children.

Staff carry out the progress check at age two as required. However these are not used effectively to ensure early detection of possible issues and appropriate early intervention. For example, a child showing delay in all areas of development does not have this highlighted in the summary report. Nor are parents clearly informed to ensure that any intervention needed is implemented in a timely way. Partnerships with parents and others, who share care of the children are generally adequate. There is a notice board in the reception area and parents say that they have good opportunities to discuss children's progress with key persons. Children's learning records are available for parents to see and parents' evenings give opportunities to discuss progress in more detail.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	303466
Local authority	Halton
Inspection number	925393
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	41
Name of provider	Halton Lodge and Grange Pre-School Committee
Date of previous inspection	30/06/2009
Telephone number	01928 564031

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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