

# High Legh Pre-school Nursery

High Legh School, Wrenshot Lane, High Legh, KNUTSFORD, Cheshire, WA16 6NW

<b>Inspection date</b>	27/09/2013
Previous inspection date	01/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children develop good relationships with their key person. As a result, they are settled and form secure attachments.
- Leaders and managers demonstrate a strong drive to improve the nursery. There are clear plans for future development that are well targeted to support children's achievements over time.
- Children's needs are identified and very well met through effective partnerships between parents, other providers and external agencies. This ensures continuity in their learning and development when they move between settings.
- Children with special educational needs and/or disabilities are supported well through timely interventions and support from external agencies. As a result, the gap in children's achievement is narrowing.

### It is not yet outstanding because

- Opportunities to extend children's already good language skills are not always fully developed. This is because occasionally staff miss opportunities to have one to one conversations with them.

## 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.

## Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the Early Years Qualified Teacher.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a meeting with the manager and deputy manager and looked at and discussed a range of policies and procedures.
- The inspector met with parents to seek their views.

## Inspector

Judith Bodill-Chandler

## Full Report

### Information about the setting

High Legh Pre-school Nursery opened in 1971 and was re-opened in 2007 when it relocated to High Legh School, Knutsford Cheshire. It operates from a classroom and the hall in the main school. The pre-school is managed by a voluntary committee of parents and serves the immediate locality and surrounding areas. It is registered on the Early Years Register and opens Monday to Thursday from 9.05am to 3.20pm and 9.05am until 12.05pm on a Friday. The nursery is open term time only. The children have access to an outdoor play area.

There are currently 32 children aged from two to under five years on roll. Of these 24 children receive funding for early education. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs eight members of childcare staff. Of these six hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status and one with Qualified Teacher Status. There is one member of staff who holds a level 2 qualification and one member of staff who is unqualified. The provision is a member of the Pre-school Learning Alliance and receives support and advice from the Sure Start centre.

### What the setting needs to do to improve further

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

- enhance opportunities to discuss and talk to children so their very good language and communication skills are fully extended.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use this well to support children's learning and development. They effectively observe children and plan a balance of adult-led and child-initiated learning opportunities and experiences which are based securely on children's interests and their identified next steps in learning. For example, children are encouraged to participate in the 'show and tell from home' at the start of the daily group session. As a result, children are developing self-confidence and self-awareness skills by talking about what is of interest to them.

Staff support children's love of books and stories well. They provide a good range of books for children to select from, props and resources to support the stories and a cosy area in which to read them. For example, one child dressed up in a princess outfit and selected a popular children's story book about a girl and three bears to read. The staff read the book asking appropriate open-ended questions and encouraged the child to retell the story when she has finished. This also helps children with English as an additional language to become familiar with the spoken language. As a result, children are beginning to develop their knowledge and understanding of story structure and organisation well.

Staff extend children's mathematical language well and sensitively interact with children in self-chosen activities. For example, a staff member introduces the words 'in front' and 'behind', 'same' and 'different' to children playing with play people and 'big' and 'little' with the sorting teddies. As a result, children are beginning understand and use the mathematical language of position and size and how they can sort objects by different criteria. There are a good range of opportunities for making marks, which children access independently. Staff interact effectively with children and encourage them to explore different mark making media and talk with them about the different types of lines and marks they have made. As a result, children are beginning to ascribe meaning to their own marks.

Children are given choices at snack time, helping them to develop their decision making skills. However, staff do not sit with them at this time and engage in conversation, which means they sometimes do not fully maximise opportunities to develop children's already good language skills. Children have opportunities to spread butter on their own cracker, and as a result, children are developing their good coordination and control skills. Children are provided with a broad range of resources and activities in the indoor environment. There are quiet areas in muted tones where children can go to be quiet or which can be used for more focused work with individual children. Resources are clearly labelled with photographs and labels and accessible for children to select. As a result, children develop their independence skills in finding and selecting what they would like to do.

There are good partnerships with parents who contribute to their children's learning through the use of home school books, which record children's interests and achievements. This partnership working enhances the effective planning and assessment cycle further. Parents feel that they are well informed on a daily basis of their children's achievement and on one occasion a parent recalled a member of staff telephoning her and the child recalling their achievement immediately. Another parent commented on the good advice she had been given on boys learning styles after she had expressed a concern regarding her child's lack of interest in making marks.

Children with special educational needs and/or disabilities are well supported in the nursery. Initial registration documents include an 'action for inclusion' sheet, which parents complete to inform staff of any immediate support their child may need. Assessments accurately identify children's strengths and weaknesses in learning and development. This ensures advice is sought and intervention is secured to meet children's needs at the earliest stage. Individual Education Plans are in place where appropriate and small group sessions are planned to meet individual children's needs. Good links with

specialist external services have been made, which support children's needs further. Staff use Makaton to support children's communication skills within the setting and these are shared with parents in newsletters and on the website.

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

Children are supported well when they start at the nursery. They come for introductory visits to meet staff and familiarise themselves with the environment. The settling-in process is variable and meets the needs of individual children. Information from parents is collected and used to support the children in the move from home to nursery, consequently, children are well settled and happy in the nursery. Some children move between different provisions during the day. Strong links with other providers are established and information is shared between the two settings via a notebook. Consequently, there is a continuation in children's learning across the two different providers. Most children move from the nursery into the main school. Nursery staff have a good relationship with staff in the school and support children to move effectively with visits and sharing of information. As a result, children make seamless transitions between the nursery and school.

There is an effective key person system in place. Parents are introduced to their child's key person when they begin attending the nursery and the home school books have a photograph of the child's key worker inside. The key worker groups are clearly displayed on the wall and parents are reminded whose group their child is in on newsletters. A number of staff work part time and for this reason there is a second key person who has been assigned to these children. Staff fully understand their role in ensuring that every child's learning and care is tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. As a result, children are happy safe and secure and form strong attachments with the adults in the setting.

Children's behaviour is managed well and children understand the rules and boundaries of the nursery. For example, children know they have to line up and walk down the corridor quietly for lunch as children are still working in the school. Visual good behaviour signs are displayed in the nursery. One relates to good listening skills and the other to volume control of voices in the nursery. Staff use these in their practice to remind children of behavioural expectations. As a result, children are aware of the boundaries set and of behavioural expectations in the setting. A strong emphasis is put on children's independence and self-care skills as they are encouraged to put on and take off their own coats, use the bathroom independently and carry their own trays for lunch. Therefore, children are developing skills of taking care of themselves and their own personal needs.

Healthy snacks are offered to children during the session and drinking water is always offered as an alternative to milk. Advice and support to parents on good health practices and hand washing is regularly given on newsletters. Lunches are prepared in the adjoining school and a wide range of foods are offered on a rotation. Parents of children who take a packed lunch are reminded about what is a healthy packed lunch in the newsletter. Children's individual dietary requirements are noted on their registration form and all staff are aware of these. As a result, children eat a healthy range of food stuffs and are

beginning to developing their understanding of their need to do this.

Children are provided with daily opportunities to develop their physical skills and enjoy energetic play outside. They have access to a large woodland area, which has a variety of different surfaces, including flat and hilly ground. There are also a number of trees, which the children can climb. Free movement is encouraged and children enjoy running, jumping and climbing. Staff members move large sleepers and talk to children about what they find underneath. When children try to lift the sleepers themselves staff explain how it is too heavy and how you need two adults to lift it safely. As a result, children learn to manage their own risks well and develop an awareness of safety.

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

Leadership and management is good. This is because the manager has a good overview of the curriculum and monitors the educational programmes to ensure children are helped to make progress in all areas of learning. She has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support her staff. As a result, there is a very stable staff team who are enthusiastic and clearly enjoy working in the nursery. She has a clear vision and wants all children who attend to flourish, be happy and ready for school.

Planning and assessment systems are monitored effectively and the management team confidently describe what is working well. The summative assessment systems for tracking children's progress has recently changed and now clearly identifies which age and stage a child is currently working within. Cohort data is being collected and the information is being used to identify children who are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need.

The manager carries out informal observations of practice to monitor the quality of teaching and ensures training needs are identified effectively. This is further monitored through effective performance management, which provides support, coaching and training to meet individual staff needs. Staff are encouraged to complete training feedback sheets when they have attended training and cascade this back at staff meetings. As a result, knowledge from training is shared with team members and there are consistent approaches in practice. There is a clear induction policy and when new staff start policies and procedures are discussed with the manager and are signed once they have been read and understood. An annual training day when all policies are reviewed ensures that all staff are kept up-to-date of any policy changes.

The manager and her staff team fully understand their responsibility in safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact. There are clear procedures in place for the use of

cameras and mobile phones. Permission is obtained from parents for the staff to take photographs of children. As a result, staff are fully aware of their roles and responsibilities in keeping children safe.

There is a daily record of risk assessment checks to be carried out in both the indoor and outdoor environment. When children accessed the outdoor woodland area a member of staff completed a visual check of the area for any risk or hazard. Staff encourage children to manage own risks in woodland area by letting them climb trees and questioning if it would be safe to do so. A telephone and first-aid kit was taken to the area in case of an accident. As a result, children are kept safe and learn to manage their own risks.

Self-evaluation takes into account the views of staff, the committee and the parents. Views are sought through regular meetings with staff and the committee and questionnaires are sent out regularly to parents. One parent requested more opportunities for children to grow their own vegetables, and as a result, some seeds were planted in pots in the outside play area. There are well-established links with other professionals within the local authority and this further enhances the self-evaluation process and ensures continuity in children's care and learning.

Good working relationships are in place with parents. Daily updates on a whiteboard at the nursery entrance, regular newsletter and a very effective website keep parents constantly up-to-date with what is happening in the nursery. One parent commented that she feels that she 'get a glimpse of what my child is doing in nursery' through being so well informed. Parents report feeling happy and welcome in the nursery and are actively invited to be parent helpers. As a result, children thoroughly enjoy the time they spend in nursery and make good progress in their learning and development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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

<b>Unique reference number</b>	EY362045
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	863721
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	High Legh Pre-School Nursery Committee
<b>Date of previous inspection</b>	01/07/2009
<b>Telephone number</b>	01925 751584

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## Type of provision

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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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