

# Halton Lodge and Grange Pre-School

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

<b>Inspection date</b>	22/11/2013
Previous inspection date	03/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Teaching is good. This is because educational programmes have depth and breadth and delivered by staff who understand how children learn. Consequently, children are motivated and make good progress in this welcoming environment.
- Very good partnerships with parents, schools and other agencies ensure that there is consistency and continuity in children's learning and care.
- The manager and staff have a good understanding of the Early Years Foundation Stage. Children are settled and content because staff effectively keep them safe, which promotes their well-being.
- The management team is proactive in implementing changes and seeks advice to improve their practices. Consequently, children make good progress.

### It is not yet outstanding because

- There is scope to create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.
- The good systems in place for monitoring staff performance do not fully include peer observations, so that staff can learn from each other through honest and critical reflection.

## 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self evaluation form and action plans in place to secure improvement.
- The inspector spoke with the nursery manager, nominated person, individual staff and children at appropriate times throughout the inspection, and carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

## Inspector

Lynnette Kobus

## 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 a committee. The nursery serves the local area and is accessible to all children. It operates from a single room and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including the manager, who has a level 6 qualification. The pre-school opens Monday to Friday during 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 on roll, all of whom within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

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

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

- create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices
- build on existing good systems for the monitoring of staff performance, for example, by fully establishing peer observations so children continue to receive the best teaching and care possible.

### Inspection judgements

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

Teaching is good. Staff know the children well and plan a wide range of stimulating activities to meet their learning needs. As a result, children thrive and are well motivated to learn in this very nurturing environment. Children consistently demonstrate the characteristics of effective learning. There is a sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Furthermore, very strong links with the school contribute towards learning activities. For example, school staff attend activities, such as snack time, with the children, who also attend the school for activities. This means that children are very well prepared for school and their next stage of learning.

Staff provide lots of opportunities for children to be outside in all weathers. Children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively, for example, with bikes, pencils, paintbrushes, construction kits and making 'porridge' with pots and pans. Children enjoy hearing traditional tales and re-enacting them, with their peers. Staff skilfully support children's play, sensitively intervening to support and extend learning opportunities. For example, indoors children pretend to make porridge and discuss who has the largest bowl. Outdoors, staff join in children's play as they decide on what they want to buy from the shops. Additionally, the children attend the local children's centre for sensory and soft play activities. As a result, they effectively develop their physical skills. Children develop their knowledge of technology and understand that information can be gained from computers. Staff provide a good range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development.

Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in order to participate fully. A range of resources, to support all children, including those who have special educational needs and/or disabilities, ensures their language and communication needs are met. Older children read and write as appropriate for their stage of development, and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. Visual timetables help children to understand and fully participate in the daily life and routines of the pre-school. Consequently, they are highly motivated to learn, which means that they consistently display the characteristics of effective learning. Teaching is effective and assessment procedures are rigorous. Staff enthusiastically plan learning, using the information gathered from parents on entry to the pre-school. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents are very good and make a highly innovative contribution to meeting all children's needs. Parents contribute to learning booklets that are sent home on a regular basis as a communication tool. As a result, good relationships are actively contributing to children's learning and progression.

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

Staff support children to feel secure and comfortable with routines, and there are very good, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Relationships with parents are very good and they are actively encouraged to contribute to meeting children's needs. Parents chat on a daily basis, either before or after a session. Parents contribute to their child's learning through the 'learning journeys' and staff plan activities based on information from parents. As a result, children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that

all children form positive and trusting relationships. Children settle well because staff find out good information from parents about their child to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at snack times children help to serve their own snack and choose from a varied menu. Children enjoy the healthy menu provided and all eat competently using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before snack. Children are able to manage their own self-care appropriate to their age because staff provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and the children take it in turns to be lunch monitors, which helps them prepare for school. However, there is scope to enhance opportunities to discuss the health benefits of consuming healthy foods and drinks to extend children's knowledge.

Staff role model and use positive communication strategies to help children understand about acceptable behaviour. Consequently, children's behaviour is outstanding. Children learn about keeping safe through consistent role modelling by staff and reminders about keeping safe. For example, they are encouraged to think about their actions and plan how they are going to tackle more challenging activities, such as riding a bike backwards. Therefore, children are gaining a deep understanding of the need to keep safe. This ethos is consistent throughout the nursery, resulting in very good progress in personal, social and emotional development for all children.

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

Since the last inspection the new management team has made many changes to their practice, which has had a positive impact on the education and care for all children. They work closely with the local school and local authority advisers to improve what is offered and are proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been met through careful consideration and clear targets set through development plan. A new system developed by the manager is now fully implemented to ensure that all children's learning and development needs are met in an inclusive, respectful environment.

Safeguarding procedures are good. All staff prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's process to follow if they are concerned about any issues within their practice. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience. All staff have undertaken safeguarding training externally and follow strict procedures and policies to protect children at all times. A clear range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Robust recruitment and vetting systems ensure all adults working with children are suitable to do

so. Extensive support and liaison with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with confidence. As a result, they have a clear understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in relevant support services involved to ensure children's needs are met effectively.

Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through supervisions, staff's self-appraisals and discussions during meetings with the managers. The system of evaluation of staff performance through peer observation is less well developed in order to encourage staff to learn through honest and critical reflection. Effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery works closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery. Effective communication systems ensure that parents are kept fully informed of their children's progress. Parents contribute fully to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are very well prepared for their next stage in learning and for their transition to school. Targeted learning programmes and children's development are shared with other providers. As a result, there is consistent, secure support for children with any identified needs and, therefore, all children's needs are very well met.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	303466
<b>Local authority</b>	Halton
<b>Inspection number</b>	939333
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Halton Lodge and Grange Pre-School Committee
<b>Date of previous inspection</b>	03/07/2013
<b>Telephone number</b>	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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