

# Harrison Pre-School

283 Wallasey Village, Wallasey, CH45 3HA

## Inspection date

Previous inspection date

21/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 are happy and motivated to learn in the stimulating and resourceful play environments. In addition, practitioners use good teaching techniques to engage children, which means that they make good progress in their learning.
- Practitioners ensure that parents are kept well informed of their child's progress through parents' meetings, daily informal discussions and access to their development files. As a result, partnerships with parents are strong.
- Management of the pre-school is strong. Consequently, effective delegation of roles and practitioners' good understanding of their responsibilities results in the smooth running of the pre-school.
- Safeguarding practice is fully understood by practitioners. As a result, children are well protected and safeguarded in the pre-school.

### It is not yet outstanding because

- There is room to enhance children's understanding of behaviour management strategies and daily routines by using a wider variety of teaching approaches.
- There is scope to strengthen the systems for monitoring and evaluating practice further.

## **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 staff and children's interactions in a wide range of both adult-led and child-initiated play experiences, across the five playrooms and small outdoor play area.
- The inspector held a meeting with the manager and owner, talked to practitioners and carried out a joint observation with the deputy manager during an adult-led activity.
- The inspector looked at various documents, including policies and procedures, children's records, planning and evidence of the suitability of practitioners and safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## **Inspector**

Hilary Boyd

## Full report

### Information about the setting

Harrison Pre-School registered in 2013 on the Early Years Register. It is a part of the Harrison Day Nursery, which registered in 2000. The pre-school is situated in converted premises in Wallasey Village on the Wirral peninsular and is managed by a company. It operates from five designated playrooms on two floor levels. There is access to a small enclosed outdoor play area and the pre-school have access to a local church garden to support outdoor play.

The pre-school employs eight members of childcare staff. All staff members hold appropriate early years qualifications. The manager has a degree in managing children's services in childcare. One member of staff holds the Early Years Professional Status and a Montessori trained teacher is employed on a part-time basis. The pre-school opens Monday to Friday, all year round, except for the Christmas and bank holidays from 8am until 6pm. Children attend on a variety of full-time and part-time sessions.

There are currently 48 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the National Day Nursery Association.

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

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

- enhance children's understanding and awareness of behaviour management strategies and routines, such as through the use of visual aids as a tool of communication
- refine tracking systems for monitoring the progress of specific groups of children and use this information to further strengthen the quality of teaching.

## Inspection judgements

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

Practitioners have a secure knowledge and understanding of how children learn and develop through an appropriate balance of both adult-led and child-initiated play experiences. They confidently talk about children's skills and abilities and explain how they provide experiences to support and extend individual learning and development. Children who have special educational needs and/or disabilities have exceptional support, which

ensures that those children who are or could possibly fall below their expected levels of development receive targeted and individually tailored support. Practitioners use an effective system, which tracks all children's good learning and development. They gather relevant information from parents before children start. For example, a transition record sheet, which is completed in collaboration with parents, provides the key person with relevant information about children's individual skills and abilities. This information, alongside documentation obtained from different observation tools, such as images and post-it notes, all contribute to the completion of children's initial assessments shortly after they start. Skilful teaching then means that children make good progress based on their starting points. Tracking of ongoing progress is then routinely carried out using learning and development summaries. These are shared with parents and they add their comments, therefore, involving them in their child's learning. This allows practitioners to gain a deeper understanding and knowledge about individual children's abilities and clearly shows that all children make good progress given their initial assessment and capabilities.

Children's communication and language development are promoted extremely well across the pre-school. This is because practitioners place a strong emphasis on helping children to acquire good levels of communication and language skills. They use a variety of strategies to capture children's attention and develop their listening skills. For example, they give clear instructions, say individual names first to capture attention and get down to the children's level as they interact together. During an adult-led story sack session, children are reminded that they have brought their 'listening ears'. Practitioners use similar strategies to support children who have English as an additional language. The use of environmental print depicting the languages used by children, alongside dual language books in the quiet room, provides further opportunities to promote literacy skills. Practitioners use the good partnership with parents to ensure support is given at home. For example, during parents' meetings, children's development is discussed, development files are viewed and practitioners share ideas of how learning can be continued at home. This is enhanced further, as children take home number sacks and reading books. Parents are encouraged to share these experiences with their children. As a result, children are developing the skills and attitudes to help prepare them for their next stage of learning, such as moving onto school.

Children enjoy participating in a range of both adult-led and child-initiated play experiences across the stimulating and well-resourced play environment. They show high levels of engagement and involvement as they carry out their self-chosen play experiences during their key group times, in particular, during planned Montessori sessions. For example, children play by themselves, they spend long periods of time fitting integrated jigsaw puzzle pieces together, connecting different sized blocks into a large tower and colour matching shapes together into organised rows. The effective deployment of resources helps children to make informed choices in their play and practitioners provide support as necessary. This helps children to develop deeper levels of critical thinking. For example, practitioners extend children's thinking skills as they ask open-ended questions during a child-initiated drawing activity, which stimulate thoughts around the characteristics of different animals. Children have opportunities to access outdoor play at different times during the day. They use their physical skills to push, pedal and steer their trikes or repeatedly climb up the slide. Other children enjoy digging in the soil of the mud kitchen and refilling containers. Practitioners introduce children to different aspects of the

natural world as they plant seeds, learn what plants need to live and record the journey of growth in notebooks, which children revisit, to consolidate their learning. As a result, children are supported to acquire the skills and capacity to develop and learn effectively.

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

Children arrive happy and are motivated to learn and join in with the wide range of routine activities provided throughout the day. For example, as children arrive in the morning, they are warmly greeted by practitioners and are eager to come together with their friends in the multi-function room and share breakfast together. Practitioners are sensitive, responsive and caring towards the children, helping them to feel safe and secure during their settling-in period. Discussions held between the key person and parents, alongside the completion of documents, such as the all about me booklet, provides valuable information, which practitioners use to support children as they start at pre-school. As a result, children's individual care needs are fully supported and their emotional well-being is fostered. In addition, the flexible settling-in procedures give parents an insight to how their children are supported by skilled practitioners who provide positive interactions and stimulating resources across the playrooms.

Children have a good awareness of keeping themselves safe and practitioners routinely encourage them to consider aspects of safety. For example, practitioners remind children of the rules in keeping themselves safe as they gather together in key groups and access different playrooms. Children are developing an understanding in how to behave. This is because practitioners act as positive role models and they help children to consider the needs of others through discussion carried out at an appropriate development level. Practitioners speak clearly to children as they explain how they should show kindness to each other. However, there is room to enhance children's understanding of behaviour management strategies and daily routines by using a wider variety of teaching approaches. Practitioners offer children lots of praise and encouragement, promoting their self-esteem. They receive stickers in reward for participating during key group circle times. Children readily share and take turns and form positive relationships with each other and practitioners. They are encouraged to develop their self-care skills and show an awareness of the importance of healthy practices, such as hand washing. Practitioners encourage children to develop their independence skills as they self-serve during their main meal. Practitioners sit with children at mealtimes and use this opportunity to support children to adopt good table manners and to reinforce the importance of healthy eating. Children have access to fresh air on a daily basis, which includes trips to the local church gardens and plans to implement the forest school approach are in place. As a result, practitioners support children to develop an understanding of the importance of physical exercise and develop as they explore their surroundings.

Partnership with other professionals ensures that practitioners keep them informed about the children's learning and development needs. For example, dual books are used to promote an exchange of information about individual children who attend other providers. In addition, when children leave the pre-school, information is shared with teachers of the feeder schools. To aid transition further, teachers are invited into the pre-school prior to children starting school, which provides practitioners with an opportunity to share

information about individual characteristics, abilities and interests. The additional use of school uniforms and images of the staff team from the main feeder schools helps to familiarise children with the school environment. This means that children are emotionally well prepared for the smooth transition onto the next stage in their learning.

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

The management team have a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Policies and procedures for safeguarding children are in place and practitioners have a good understanding of what to do if they have any concerns about a child in their care. There are clear recruitment and vetting procedures in place to check their suitability, which means that children are cared for by practitioners that are safe and suitable to do so. Risk assessments are effectively carried out detailing potential hazards across all areas used by children and for outings undertaken. Practitioners check all areas daily to help to make sure children remain safe. The environment is well organised and resourced, enabling children to freely access resources and make choices during their child-initiated play experiences.

The management team demonstrate a high level of commitment to support practitioners to ensure they are confident, capable and competent in delivering high quality care and education. The small team work well together, which reflects in the happy and welcoming pre-school environment. The manager and deputy are effective in supervising and supporting practitioners using ongoing informal discussions, targeted training, in-house practical workshops and peer observations. Effective supervision and appraisal procedures support staff in their day-to-day work with children. These help practitioners to develop their own professional development. The deputy works directly with children, which allows her to monitor the delivery of the educational programmes and practitioners' performance, through informative observations and planning. As a result, all children are working comfortably within the expectations for their age, given their individual starting points and capabilities. Effective systems are in place to consider how children make good progress and improvement plans detailing priorities for improvement are in place. However, the manager has not yet monitored the progress of specific groups of children and used this information to strengthen the quality of teaching further.

Practitioners value parents' and children's comments, which they use to make improvements within the pre-school, such as including children's contributions to the weekly planning sheets. The partnership with parents is very strong and parents speak highly of the manager, owner and practitioners. Comments include how happy children are, how exceptional practitioners are as they support their children and the information they receive with regards to their children's development. A wealth of information is provided for parents through an informative notice board, newsletters, parents' evenings, technology, such as 'apps' and daily discussions. This helps to keep them fully informed of their children's learning and activities organised by the pre-school. Good links with other professionals support continuity in children's learning and development, including children who may need additional support. As a result, children are emotionally well prepared for

the next stage in their learning because practitioners provide good support both within the pre-school and to other early years providers and schools, which promotes their continuity of care.

## 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>	EY467789
<b>Local authority</b>	Wirral
<b>Inspection number</b>	933177
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Harrison Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01515121046

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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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