

Highfield Grange Pre-School



Highfield Grange Avenue, Marus Bridge, Wigan, WN3 6SU

Inspection date 24 April 2015
Previous inspection date 13 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are effectively supported in their communication and language development. Well-qualified staff put into place effective strategies, such as creating communication-friendly dens, to support children's learning. As a result, children make very good progress, particularly in their speaking skills.
- Parents are invited to become involved with the setting through a wide range of opportunities. Staff keep parents well informed about children's learning and share information and strategies about how to guide their learning at home.
- Children are emotionally secure because staff build strong relationships with them. Children are very responsive to adults and they are motivated by their encouragement.
- Children behave well because they are given clear expectations and staff help them to understand the difference between right and wrong.
- Safety and safeguarding is given high priority by all staff who are knowledgeable about how to protect children from harm. Procedures for safe recruitment and regular training ensure that all staff are suitable to work with children.
- The manager, staff and parents contribute to self-evaluation. As a result, there is a shared drive to improve.

It is not yet outstanding because:

- Children's mathematical skills are not fully maximised. This is because staff do not always utilise all opportunities for children to count during their play.
- Occasionally, some staff ask too many simple questions which do not challenge children to think critically.

What the setting needs to do to improve further

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

- make the most of opportunities to model counting for children and frequently encourage them to count during their play, so that they begin to use mathematics for a purpose
- enhance the monitoring of the questions that staff use, in order to build the frequency of high quality questions that challenge children's thinking skills.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff, manager and committee members.
- The inspector observed the staff engage in a range of indoor and outdoor activities and care routines with the children.
- The inspector held discussions with the staff and manager.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with parents and childminders to gain their views.
- The inspector conducted a joint observation with the manager.

Inspector

Lisa Bolton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know individual children extremely well. They observe children carefully to plan for their learning needs and engage them by following their interests. The flexible layout of the environment and continuous access to the outdoors encourage children's creativity. Children who speak English as an additional language are very well supported because staff work closely with parents to devise effective strategies. For example, families are invited to record key words in their home language on recordable devices and children are encouraged to bring in familiar photographs to display in the setting. Children are prepared well for their move to school because staff provide experiences that they will encounter at school. For example, older children are taught to sound out words using phonics and they learn how to write their names. However, staff sometimes miss opportunities to introduce counting when they are playing alongside children.

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

Children are very independent because staff take regular opportunities for children to do things by themselves. For example, children are eager to sweep up the dry pasta that they spill on the floor. Care routines and snack sessions motivate children to be independent. Children take pride in washing their own hands, laying the table and pouring their own drinks. Staff teach children about the importance of healthy lifestyles. For example, children enjoy sitting together and brushing their teeth while listening to a special song. Children's physical well-being is very well supported because children are encouraged to engage in a wide variety of active play, including tennis and football. Children learn to manage risk because staff teach children how to be safe and give them the freedom to practise their skills, such as cutting with scissors and using the climbing equipment.

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

The manager has a strong understanding of how to deliver the Early Years Foundation Stage. Children's progress is tracked effectively so that gaps in children's learning can be identified early. The manager monitors the progress of particular groups, such as children accessing funding for two-year-olds. Strong partnerships with parents and external agencies, such as health visitors and speech and language therapists, mean that children promptly receive the support that they need. The setting shares positive links with childminders, the local authority and schools. Furthermore, they access the facilities of the local children's centre, for example, to use the sensory room and library. The manager monitors the quality of staff practice and conducts regular supervision meetings with individual staff. However, the monitoring of the quality of questions that staff ask is not yet highly effective because not all staff ask questions to challenge children to think about how and why things happen.

Setting details

Unique reference number	EY321592
Local authority	Wigan
Inspection number	873245
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Highfield Grange Pre-School Committee
Date of previous inspection	13 December 2011
Telephone number	01942498950

Highfield Grange Pre-School was registered at this site in 2006. The setting employs six members of childcare staff who all hold early years qualifications at level 3 or above, including the manager who holds an appropriate qualification at level 6. The setting opens during term-time only and offers two sessions per day, with the exception of Friday, which has a morning session only. Sessions are from 9am until 12 noon and 12.45pm until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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