

Halebank Pre-school Playgroup

Halebank Primary School, Heathview Road, Widnes, Cheshire, WA8 8UZ



Inspection date	10 September 2015
Previous inspection date	30 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and the staff are well qualified and experienced. They have a good understanding of the learning and development requirements of the Early Years Foundation Stage, which has a positive impact on children's learning.
- Staff establish strong and trusting partnerships. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- The manager and staff attend regular training, which has a positive impact on the quality of teaching and learning experiences they provide. The manager is reflective and demonstrates a commitment to continual development. For instance, she intends to enhance her planning to further promote outcomes for children.
- Children behave well in the pre-school. They are kind, helpful, share toys and value each other's opinions.

It is not yet outstanding because:

- The manager does not yet use the very good information gathered from children's individual assessments to monitor the progress of specific groups of children to support even more rapid progress.
- Staff supervision does not focus precisely enough on improving the quality of teaching in order to promote children's learning.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's assessments to provide more detailed information about the progress of different groups of children
- improve the quality of staff supervision to include a greater focus on enhancing the quality of teaching to help raise this to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the action plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibility to keep children safe and follow robust policies and procedures to create a safe environment to support children's health and welfare. The manager monitors the educational programmes effectively for individual children and has a good overview of the accurate assessment records. However, she is only just starting to consider analysing these records to review information about the progress of groups. Regular supervision is carried out which help support the knowledge and professional development of staff. These are not yet focused enough on raising the quality of teaching to the highest level to further promote children's learning.

Quality of teaching, learning and assessment is good

Staff provide a wide range of well-resourced activities that support and promote children's learning and effectively meet their needs. Staff plan well, taking into account each child's interests, age, stage of development and any gaps in their learning. This prepares children well for the next stage in their learning and contributes to children being motivated and excited to learn. Interactions with children are strong. They talk to children and consistently use a variety of questions to extend their communication and language. Furthermore, staff provide additional focus for children with special educational needs and/or disabilities to promote their understanding and speech. For example, staff use key words, gestures and actions. The daily routine is organised well to promote children's play and learning by considering different factors, such as their concentration, attention span and their ability to interact in group situations.

Personal development, behaviour and welfare are good

Children are warmly welcomed into a comfortable and inviting environment. Staff build positive relationships with children as they support them through flexible settling-in sessions. This has a positive impact on children's confidence and emotional well-being. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children are active and benefit from regular fresh air and exercise during outdoor play. Children sit together and are very sociable. Staff use these opportunities to encourage children to talk, listen and value each other's opinions. Children show an interest and learn about people that are well known in their local area. For example, they have group discussions with staff about the postman and the local areas of the community he will be stopping at or delivering to.

Outcomes for children are good

All children make good progress towards their early learning goals and parents comment on their children's achievements since they first started. Children demonstrate strong independence skills that will support them in readiness for school. For example, they independently manage their own needs at lunchtime, pouring their own drinks and tidying away after themselves.

Setting details

Unique reference number	303465
Local authority	Halton
Inspection number	864774
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Halebank Primary School Pre-School Playgroup Committee
Date of previous inspection	30 May 2012
Telephone number	0151 420 2752

Halebank Pre-school Playgroup was registered in 1998 and is in Widnes, West Cheshire. The pre-school employs six members of childcare staff, three hold appropriate early years qualification at level 3 and three at level 5. The pre-school opens from Monday to Friday during school term times from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

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