

Lamberhead Green Headstart



Lamberhead Green CP School, Kershaw Street, Orrell, WIGAN, Lancashire, WN5 0AW

Inspection date

21 January 2016

Previous inspection date

6 November 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is consistently outstanding. The well-qualified staff have an excellent understanding of how young children learn. There is a sharp focus on developing children's communication and early literacy skills using a variety of inspiring techniques.
- Partnerships with parents are excellent and highly effective. Parents' contributions to children's learning and development are consistently gathered and valued. Parents attend the pre-school for play sessions each week. Staff also support parents with extending children's learning at home in a wide range of inventive ways.
- Children's emotional needs are supported extremely well. Staff are caring and attentive towards children and consistently raise their self-esteem. Children have exceptional bonds with their key-person and are happy and confident in their surroundings.
- The manager is highly proactive and has very clear focused plans for development of the pre-school. Plans effectively involve the views of parents, children and staff.
- The learning environments both indoors and outdoors are exceptionally well resourced, carefully planned and support the seven areas of learning to the fullest. Children arrive excited and confidently explore the wide range of areas and activities available. Children are self-motivated in their play and make independent choices.
- Healthy lifestyles are promoted extremely well. Children enjoy healthy snacks, brush teeth daily and have an excellent understanding of healthy food. Children engage in daily physical exercise as they climb, balance, cycle and run.
- Transitions to school are carefully planned to support children both emotionally and through developing essential skills. Children are exceptionally well prepared for school.

What the setting needs to do to improve further

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

- find even more ways for staff to share the already outstanding quality of teaching.

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 and the deputy headteacher of the host school.
- The inspector looked at relevant documentation, such as the self-evaluation, a sample of policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is an inspiring leader. She has an excellent understanding of her roles and responsibilities. She has a wealth of experience and is well qualified. She uses her skills and knowledge to act as an excellent role model for her staff and leads a very motivated team. The manager works alongside staff to coach them and monitor their practice. She seeks additional training opportunities which will further benefit children's outcomes. She has identified that encouraging staff to share their outstanding practice would help develop teaching even further. The manager has an excellent understanding of how to keep children safe. She ensures that the staff team access regular safeguarding training. All staff are confident in safeguarding procedures. The arrangements for safeguarding are effective. The manager very closely monitors children's learning and development. Systems are in place which set very high expectations for all children's learning. The manager monitors individual groups of children and uses information from their assessments to decide how to spend additional funding.

Quality of teaching, learning and assessment is outstanding

Staff make regular and precise observations, allowing them to swiftly identify any gaps in children's learning. Staff engage children in a variety of small-group sessions planned to focus on their next stage in development. All staff speak clearly and allow children plenty of time to respond. Children maintain concentration during activities and staff encourage them to use their imagination. One example of this is during a planned session, staff ask children to tell a toy mouse what they have drawn. They extend this further using enthusiastic tones while sensitively questioning children. Staff play alongside children offering superb levels of interaction. Staff use many opportunities to promote mathematical learning. One example of this is during snack time, staff ask children how many more yoghurts they need. Children count using their fingers to represent the number. Staff engage children and parents in large-group activities which promote early literacy skills. Children are asked to identify objects which start with the letter S. Staff, children and parents then use large-hand movements to draw a S in the air. This learning opportunity is extended further during outdoor mark making.

Personal development, behaviour and welfare are outstanding

Staff are extremely positive role models. Children model the consistent praise that staff offer and tell each other to, 'Give yourself a pat on the back'. Children's achievements are celebrated. One of the ways this is done is by displaying children's photographs when they start to put their coats on independently. Children's behaviour is excellent. An excellent range of diverse resources, including books, are available throughout the pre-school. In addition, staff plan activities around a range of cultural celebrations. Parents from different countries offer staff knowledge about their cultural celebrations. This contributes to children's understanding of people from the wider world.

Outcomes for children are outstanding

All children make exceptionally high rates of progress from their starting points, including those who receive additional funding.

Setting details

Unique reference number	EY368331
Local authority	Wigan
Inspection number	857888
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	34
Number of children on roll	60
Name of provider	Headstart Committee
Date of previous inspection	6 November 2008
Telephone number	01942 768 760

Lamberhead Green Headstart was registered in 2008. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who is a qualified teacher. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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