

# Halton Lodge and Grange Pre-School



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

<b>Inspection date</b>	14 November 2016
Previous inspection date	22 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff support children's communication and language skills extremely well. Group-time sessions are interactive and engage children's attention. Targeted intervention programmes are also effective in helping to narrow any gaps in learning.
- Partnerships with parents are strong. Staff establish effective relationships with parents from the start. They share daily information with them about children's care, well-being and ongoing achievements.
- Support for children who have special educational needs or disabilities is excellent. The pre-school works very closely with a wide range of other professionals and outside agencies. This ensures children receive appropriate support at the earliest stage, in order to reach their full potential.
- The management and staff demonstrate a very strong commitment to raising the existing good standards of care and learning for children. They regularly seek the views of children and parents to help make continuous improvements.

### It is not yet outstanding because:

- Although staff have strong partnerships with parents, they do not always provide highly effective guidance to help parents support children's individual learning at home.
- Although the manager has systems in place to monitor the performance of staff, these current systems have recently been revised. This means that the manager has not yet measured the impact on how these planned changes have contributed to raising the quality of teaching further.

## What the setting needs to do to improve further

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

- enhance the range of information shared with parents and help them to further support children's individual next steps in learning at home
- embed the current system for monitoring the performance of staff and measure the impact on how these changes have raised the quality of teaching even further.

### Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff, and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are qualified and work well together as a strong team. They have high expectations of what all children can achieve. The arrangements for safeguarding are effective. The premises are secure and children are well protected. All staff have attended recent training in child protection. Staff have a good understanding of safeguarding and they implement thorough safeguarding policies and procedures. The manager follows robust recruitment procedures to ensure that all staff working with children are suitable to do so. The manager carries out regular supervisions of staff and they are able to access a good range of training to further support children's ongoing progress and development. Effective monitoring ensures that the planning and assessment process is consistent and that children's skills and abilities are accurately identified.

### Quality of teaching, learning and assessment is good

Staff help children to learn in many different ways and use a good range of teaching strategies to engage children in their learning. They have good interactions with children, and encourage them to question, explore ideas and enjoy their learning. When planning activities, staff take account of children's interests and use their observations effectively to plan children's next steps in learning. Children have many opportunities to explore the outdoors. For example, they use binoculars to look for planes in the sky. Children enjoy playing in water. They are beginning to learn basic concepts of full and empty. This helps to support their growing understanding of mathematics. Children's literacy skills are developing well. Children sit and listen to stories at story time. Staff provide children with writing booklets for them to make marks and drawings in during their play.

### Personal development, behaviour and welfare are good

Parents and children are welcomed into the family environment of the pre-school. Children are happy, safe and secure in the pre-school. They have developed secure relationships with the staff who care for them very well, supporting their development and emotional well-being. Children are confident and self-assured. They form strong friendships with each other and play well together. Children display positive behaviour. Staff use well-established routines and consistent strategies to foster this. Children have good opportunities to take part in daily outdoor play, promoting their sense of exploration and the development of their physical skills. Children learn about a range of other cultures and festivals. Their home cultures are both valued and celebrated.

### Outcomes for children are good

All groups of children, including children for whom the pre-school receives additional funding, make good progress from their individual starting points. Additional funding is well utilised to purchase resources to give children the extra support they need. Children are keen learners who like to explore, investigate and have a go. Children are becoming confident and independent during their time in the pre-school. They play cooperatively alongside each other and are developing good social skills. Children are well prepared for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	303466
<b>Local authority</b>	Halton
<b>Inspection number</b>	1063924
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Halton Lodge and Grange Pre-School Committee
<b>Registered person unique reference number</b>	RP901759
<b>Date of previous inspection</b>	22 November 2013
<b>Telephone number</b>	01928 564031

Halton Lodge and Grange Pre-School was registered in 1997. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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