

# Highgate Pre-School

Highgate Children's Centre, Trinity Road, Cleethorpes, North East Lincolnshire, DN35 8UL



## Inspection date

Previous inspection date

27 February 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 staff continually identify improvements and make changes to help children make good progress in their learning.
- The manager and staff work very well in partnerships with other professionals and agencies to support children who have special educational needs and/or disabilities. Staff provide targeted support to help children progress.
- Children confidently explore the environment indoors and outdoors. Staff provide them with a wide range of resources to use to support their interests. This is easily accessible, which helps to promote children's independence.
- Staff help children to develop an awareness of their own and others' cultures. For example, they talk to children about Chinese New Year as they use chopsticks to pick up spaghetti.
- Children behave very well. Staff teach children appropriate strategies which they follow. They remind children to wait for the sand to go through a timer before they can have their turn on a tricycle. Children learn to share and take turns.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to develop their interest in the lives of people who are familiar to them or in different occupations.
- Staff do not involve parents enough in the process for establishing what children already know and can do when they first start.

## What the setting needs to do to improve further

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

- provide further opportunities for children to learn about the lives of people who are familiar to them and in different occupations
- involve parents more in the initial assessment process of children's learning to find out what children already know and can do when they first start.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and general manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors the progress that individuals and groups of children make. She uses this information to implement changes to the environment to provide boys with more opportunities to develop their literacy skills. This has helped to narrow gaps in learning. The manager supports staff by providing them with one-to-one support and supervision meetings to maintain good quality teaching. Staff have attended training to help them differentiate their teaching styles when supporting two- and three-year-old children. The arrangements for safeguarding are effective. Staff have a robust understanding of local safeguarding procedures. They have a good understanding of the action they will take if they have concerns about a child's safety or welfare.

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

Staff know the children in their care well. They are competent in their role of observing children and planning for their next steps in learning. Partnerships with parents are good. Staff share information about children's care and learning with them. They support parents with their children's learning at home. For example, they offer suggestions to support older children's literacy development and younger children's communication and language skills. Staff provide children with a range of well planned adult-led activities to help extend their learning. Children demonstrate good listening skills and follow instructions well. Staff use clear words and sign language to help develop all children's understanding and communication skills. Staff provide children with opportunities to extend their knowledge of positional language to develop their mathematical skills. They ask children to put a soft toy behind, on top of and in front of a chair. Children demonstrate good problem-solving skills.

### Personal development, behaviour and welfare are good

Staff encourage children to do things for themselves. For example, at snack time they ask children to wash their hands, to get their own plate and cup and serve themselves. Staff give children consistent messages about positive behaviour. This helps all children know what is expected of them. Staff give them gentle reminders such as saying, please and thank you at mealtimes and to remind them to walk indoors. Parents comment positively about the pre-school. They say that staff give their child one-to-one support when they first start. This promotes their emotional well-being. Children are sociable and enjoy playing with staff and other children.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress and are at their typical stage of development for their age. Children are confident and keen to learn. This gives them the foundations for future learning at school. Children develop early writing skills. They draw large circles on paper, make marks in foam and use chalk outdoors. Younger children thoroughly enjoy developing their physical skills and join in with songs and actions rhymes.

## Setting details

<b>Unique reference number</b>	EY487375
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1008599
<b>Type of provision</b>	Full-time 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>	32
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Cleethorpes Childcare
<b>Registered person unique reference number</b>	RP521751
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01472694266

Highgate Pre-School was registered in 2015. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two at level 6 and one with early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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