

Highfield Grange Pre-School



The Highfield Centre, Highfield Grange Avenue, Marus Bridge, Wigan, WN3 6GH

Inspection date	11 May 2017
Previous inspection date	24 April 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager makes good use of local expertise and training to continually enhance her knowledge of developments in early years practice. This has helped her to maintain good quality provision for children.
- Staff systematically assess children's learning and their progress right from the start. They quickly identify any gaps in children's learning. This helps to ensure children get the support they need to catch up and make good progress.
- Staff provide a welcoming and stimulating environment where children thrive. Children feel safe and are very independent. Healthy lifestyles are promoted extremely well.
- Partnership working is particularly strong. Staff make good use of their links with other professionals in the community to enhance provision for children. They are successful at encouraging parents to share information and engaging them in their child's ongoing learning. Parents speak very highly of the pre-school.

It is not yet outstanding because:

- The monitoring of staff practice and children's progress is not always as incisive as possible to identify precise ways to raise the quality of teaching to the highest level.
- Staff have not given enough consideration to how they can make use of boys' interests to help engage them as fully as possible in building their early writing skills.
- Staff are not always fully effective in helping children correctly learn the sounds that letters represent.

What the setting needs to do to improve further

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

- make even better use of the information obtained from the observation of practice to identify further ways to improve teaching and help raise outcomes for children to an outstanding level
- take more account of the interests of boys when planning activities to encourage them to build on their early writing skills
- help children to gain a more accurate understanding of the sounds letters represent.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held discussions with the pre-school manager. She looked at relevant documentation, including evidence of the suitability of staff.
- The inspector met with the local authority adviser. She spoke to a small number of parents and took account of the written testimonials of parents not present on the day.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

There have been positive improvements since the last inspection. The recently enhanced, vibrant outside play area enables children to continuously practice and challenge their physical skills and to learn in different ways. Staff are well qualified and receive regular training and support. Some targeted training, such as specialist support for speech and language, is having a positive impact on children's communication. The arrangements for safeguarding are effective. There are clearly understood procedures for working in partnership with others and for acting on concerns about children's welfare. Regular checks on the many long-serving staff help to ensure their continued suitability.

Quality of teaching, learning and assessment is good

Staff recognise the uniqueness of each child and consistently use good or better teaching skills. They plan activities with specific intentions for children's continued learning and skilfully shape their interactions to promote strong attitudes to independent learning. For example, staff encourage children to have a go and keep on trying. Well-planned routines promote the skills children need in readiness for school, such as sitting and listening in groups or finding their name card at snack time. Staff use effective teaching strategies to promote children's communication. They give them time to think and speak and they make good use of song and rhyme. Staff recognise good opportunities for promoting mathematical development.

Personal development, behaviour and welfare are outstanding

Children are highly motivated to independently access the very wide range of activities, both inside and outside. They engage for long periods and are highly confident. Children use their own ideas to lead and enhance their play. They can do this because they know what resources are available and where to find them. Children collaborate and are very keen to challenge themselves, such as making balancing beams higher. Their well-being is significantly enhanced by the excellent use of activities and community projects that promote healthy living. The pre-school has achieved a number of health-related quality awards, including for oral health. Children practice cleaning their teeth every day.

Outcomes for children are good

All children make good progress. Children who speak English as an additional language make great strides in their learning. Children become confident communicators and develop strong social skills. They behave well and know what is expected of them. Girls in particular, enjoy using small tools and a range of media to help them be creative and learn the skills needed for later writing. All children develop high levels of personal independence. Children thrive in the outside area and demonstrate their well-developed skills in balancing, manoeuvring around objects and riding wheeled toys. They are well prepared for their eventual move to school.

Setting details

Unique reference number	EY321592
Local authority	Wigan
Inspection number	1092622
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of registered person	Highfield Grange Pre-School Management Committee
Registered person unique reference number	RP527517
Date of previous inspection	24 April 2015
Telephone number	01942498950

Highfield Grange Pre-School registered at this site in 2006. The pre-school employs five members of childcare staff, four of whom hold early years qualifications at level 3 or above. The manager holds an appropriate qualification at level 6. The pre-school opens during term time and offers two sessions per day, with the exception of Friday, which has a morning session only. Sessions are from 9am until midday and from 12.45pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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