

# Heighington Pre-School

Heighington Millfield Primary Academy, Mill Lane, Heighington, LINCOLN, LN4 1RQ



## Inspection date

6 June 2017

Previous inspection date

10 January 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

- The pre-school is in the heart of the community. The manager and her team have a passion to make sure that they offer the very best opportunities for the children and their families. The team continuously evaluates the pre-school and sets priorities for improvements. This has a positive impact on the good progress children make.
- Genuinely caring and kind staff provide very good levels of emotional support for the children. Staff are knowledgeable about their individual key children and understand exactly how to support their emotional well-being. Children demonstrate a strong sense of self-confidence, engaging staff and visitors in their conversations and play.
- The environment is outstanding. There is an exceptional range of stimulating, well-presented resources and activities that helps children to play and explore independently.
- Children behave well. They spontaneously use good manners to staff and each other. Staff boost children's self-confidence while praising their positive behaviour, efforts and achievements, for example an award is given out for good lunchtime sitting.

### It is not yet outstanding because:

- The staff do not always focus sharply enough on helping children to build on what they already know and can do, in order to help them achieve excellent outcomes in their learning.
- Staff do not make the most of all opportunities to fully involve all parents in their child's development and learning.

## What the setting needs to do to improve further

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

- enhance teaching and build on what children already know and can do to help them, in order to make even more rapid progress
- make greater use of partnerships with parents to further involve them in all aspects of their children's learning and development.

### 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 provider.
- The inspector held a meeting with the provider and deputy 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

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure, and the manager has a robust recruitment procedure. This means that adults who work with the children are suitable to do so. Furthermore, ongoing suitability checks are carried out regularly. Staff are aware of their responsibilities to protect children from harm and the local referral procedures to follow if they are concerned about a child. The manager supports staff effectively with training and mentoring opportunities to discuss personal issues and update their professional expertise to benefit children's learning. The management team reviews the progress that individuals and groups of children make. They use this information to help narrow any gaps in learning.

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

The qualified staff observe and assess children's progress, and planning for future learning is based on children's interests, overall. This helps children to engage in activities that appeal to them. Children's language and communication skills are promoted well and staff engage children in meaningful conversations. When painting, staff ask children about their picture. Children say they have painted a rainbow and explain that rainbows appear when it is raining and sunny. Staff support children's imagination and they provide resources to encourage children's pretend play. Children take on roles and ask willing staff to take on the role of a superhero. Toddlers enjoy stories, staff use props to help them concentrate and to encourage them to take part.

### Personal development, behaviour and welfare are good

Staff send home a leaflet giving parents ideas for healthy lunchbox choices. Children are encouraged to make choices from their lunchbox. This contributes to their understanding of what constitutes a healthy diet. Children enjoy being outside in all weathers and they urge staff to engage in a game of, What's the time Mr Wolf. This contributes to their physical exercise and counting skills. Additional funding is used well to improve outcomes for individual children.

### Outcomes for children are good

Children make good progress in their learning, including children in receipt of funded early education. Toddlers engage in physical activity games. They sing and energetically jump up and down. Pre-school children's maths knowledge is promoted and they play a postal worker game, identifying a number and finding the corresponding letter box. Children learn to recognise their names in print and they find their name-card at snack and lunchtime. Older children demonstrate good pencil control and some confidently write their own names. Children are developing skills that equip them for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY443777
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1065875
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Sarah Jane Turfrey
<b>Registered person unique reference number</b>	RP514169
<b>Date of previous inspection</b>	10 January 2013
<b>Telephone number</b>	01522 793 706

Heighington Pre-School registered in 2012. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm every day except Wednesday, when the setting opens for the morning session only from 9am to midday. A breakfast club also runs from 7.50am to 9am each day. The pre-school provides funded early education for two-, three- and four-year-old children.

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