

Halebank Pre-school Playgroup

Halebank Primary School, Heathview Road, Widnes, Cheshire WA8 8UZ



Inspection date	17 October 2018
Previous inspection date	10 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The setting is warm and welcoming, with a wide range of resources that keeps children interested and motivated to learn.
- Staff are excellent role models. As a result, children are kind and respectful to each other as they wait patiently and take turns.
- Partnerships with parents are strong. Staff involve parents in children's learning from the outset and organise special events to share celebrations.
- Staff are well qualified and well supported. Leaders provide regular feedback and monitor targets for professional development. As a result, the quality of teaching is good and improving.
- Leaders are reflective and prioritise areas for improvement. They take into account the views of parents, children and staff.

It is not yet outstanding because:

- Staff do not always give children enough time to think and respond to questions that are asked of them.
- Staff do not consistently teach children about people and communities beyond their immediate experiences to better develop their understanding of the wider world.

What the setting needs to do to improve further

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

- allow children the time they need to process information and respond to questions that are asked of them
- develop further opportunities for children to learn about cultures other than their own.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager. She discussed and reviewed all relevant documentation, including evidence of staff suitability and children's files.
- The inspector spoke with parents and took into account their feedback.
- The inspector spoke with staff and children at appropriate times during the day.

Inspector

Kerry Maddock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of possible concerns about children's welfare and the procedures for reporting these. Robust policies and procedures underpin good practice. Staff access a range of training to further their continued professional development. This includes first aid, which ensures they are well prepared to deal with any accidents. The manager completes regular and precise risk assessments, to ensure the environment is safe and to minimise any identified hazards. Leaders and managers monitor groups of children and identify those who require additional support to ensure that all children make good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff have high expectations of all children. They use their knowledge of how children learn to provide a stimulating environment and range of interesting activities that supports children's individual next steps in learning. Staff encourage children to be creative. For example, they effectively support children to explore changes in colour while mixing paints. Children enjoy using their hands and brushes to create pictures to take home. Overall, staff use a range of teaching methods that supports children's learning and development. Parents are encouraged to continue learning at home and are supported well. For example, staff provide a range of resources, including those that support children's individual learning needs.

Personal development, behaviour and welfare are good

Staff are calm and nurturing. As a result, they form close bonds with children and families. Children are excited to attend the pre-school. They enter enthusiastically and settle well. Those who are upset are quickly soothed by their key person. Staff promote independence well. For example, before lunch they encourage children to wash and dry their hands while singing a familiar song. Families are encouraged to be actively involved in setting life, for example, through planned open events. Children and their parents enjoyed a Harvest festival celebration where they shared snacks and created play dough hedgehogs and leaf pictures.

Outcomes for children are good

Children are motivated to learn. They select where they would like to play and engage with peers and adults confidently. Children learn to recognise their name, count and identify simple shapes. They demonstrate good concentration and listening skills. For example, children follow a beat and identify loud and quiet noises during a music-making activity. All children, including those who have special educational needs and/or disabilities, are well prepared for the next stages in their learning, including school.

Setting details

Unique reference number	303465
Local authority	Halton
Inspection number	10063147
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	14
Name of registered person	Halebank Primary School Pre-School Playgroup Committee
Registered person unique reference number	RP524035
Date of previous inspection	10 September 2015
Telephone number	0151 422 0988

Halebank Pre-school Playgroup registered in 1998 and is in Widnes, West Cheshire. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualification at level 3 and three at level 5. The pre-school opens from 8.50am until 3.20pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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