

Inspection of Lamberhead Green Headstart

Lamberhead Green CP School, Kershaw Street, Orrell, WIGAN, Lancashire WN5
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Inspection date: 14 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Managers and practitioners at the pre-school demonstrate a well-developed understanding of how children learn. Children eagerly engage in exciting and varied self-initiated play. Practitioners know the early years foundation stage areas of learning well. This enables them to guide and join in with children's play in ways that continuously extend children's learning. The team is ambitious for children's progress and practitioners build challenge into every encounter. For instance, they ably use props to tell traditional tales. Older pre-school children confidently tell practitioners that Jack was paid five beans for his cow. They begin to identify small numbers of items without counting.

Children benefit from structured teaching in small groups. This is a particular strength of the provision and complements children's free play and exploration very effectively. Children who participate, feel really secure because the sequence of events during group times is familiar and enjoyable. Practitioners make skilful use of visual symbols alongside spoken words. Furthermore, they consistently incorporate nursery rhymes and songs into group times. This promotes children's emerging speech and early literacy really effectively.

What does the early years setting do well and what does it need to do better?

- Recent changes to the leadership team have been the catalyst for a wholesale review of teaching and learning in the provision. Leaders demonstrate a clear vision that they communicate effectively in their actions and dialogue. For example, they made changes to the indoor environment. They chose resources and furniture in neutral colours and decluttered the walls. Managers report that the changes are having the impact that they intended. They say that the visual environment is helping everyone to concentrate on playing and talking.
- The well-qualified and experienced team of practitioners make effective use of opportunities for professional development. They implement learning that blends with and extends the curriculum. This is demonstrated when practitioners learn about the importance of children being able to ask questions. They consider the different questions that they ask of children, and work together to refine and model questioning techniques.
- Practitioners make new vocabulary meaningful. This helps children to remember it. For instance, pre-school children follow an instruction to sit at the 'edge' of the mat at group times. This helps them to learn words about position. Practitioners teach children how to 'sprinkle' flour onto the table before rolling out biscuit dough.
- Practitioners know what they want children to learn. They devise activities to help them. For example, practitioners want two-year-old children to develop their balance, coordination and core strength. Children discover interesting water

play outdoors. They work really hard to fill, carry and pour from giant plastic teapots. Practitioners' skilful interactions encourage children to persevere and solve problems. For instance, two-year-old children want to gather up all of the small balls from the water tray. The task is difficult. Practitioners sensitively stand back, then offer specific praise for children's effort and achievement. This helps children to become capable learners.

- Parents say that practitioners are friendly and always ready to help. They feel encouraged and supported to continue children's learning at home. Parents particularly praise the links between the pre-school and the on-site school. They report that the positive relationships help children to transfer smoothly to school when the time comes. Managers make sure that they also develop links with other schools that children move on to.
- The team's vision for the pre-school includes helping children to become actively involved in leading their own learning. To help them to achieve this, practitioners have minimised interruptions to children's play. This enables children to extend and deepen their learning over longer periods. However, some daily routines, such as changes between activities, are not taught effectively enough.
- Practitioners teach children to take turns and share. This is demonstrated when children work together to make a tray of biscuits. They wait patiently to roll and cut the dough. Children learn about democracy and this helps them to respect other people's views. For example, they attach their name card next to a picture of the storybook that they like best. Practitioners count up which book has gained the biggest number of votes. This helps to extend children's knowledge of the purposes of numbers and counting.

Safeguarding

The arrangements for safeguarding are effective.

Managers review and update the provision's safeguarding policy and procedures. Practitioners know what to do if they have concerns that a child is at risk of abuse or neglect. Partnership with the on-site children's centre is effective. Agencies work together well to support children and families. Practitioners identify and minimise risks to children's safety. They help children to understand and manage risk. For example, older children know that they must not eat biscuits straight after they are taken out of the oven. They understand that the biscuits and baking tray will be hot.

What does the setting need to do to improve?

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

- sharpen the teaching of routines so that everyone knows what to do and understands why.

Setting details

Unique reference number	EY368331
Local authority	Wigan
Inspection number	10129267
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	44
Number of children on roll	76
Name of registered person	Headstart Committee
Registered person unique reference number	RP527688
Telephone number	01942 768 760
Date of previous inspection	21 January 2016

Information about this early years setting

Lamberhead Green Headstart registered in 2008. The pre-school employs eight members of childcare staff. Of these, one practitioner holds a qualification at level 5 and seven practitioners hold qualifications at level 3. The pre-school opens from Monday to Friday during school terms. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector went on a learning walk around the provision with the manager. She spoke with practitioners about the curriculum and the learning that was planned that day.
- Meetings took place between the inspector and the pre-school manager, the provider and a children's centre link worker.
- Several parents came forward to speak with the inspector. She took account of their views as well as written feedback in the form of questionnaire responses.
- A joint observation of teaching was carried out by the inspector and the pre-school manager. They discussed the impact of teaching on children's learning.
- The inspector observed and joined in with activities. For example, she spoke with children about the work that they were doing on the computer.
- Documents used in the provision were sampled and read, including checks of the suitability of practitioners to work with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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