

Inspection of High Legh Preschool Nursery

Rosemead, Pheasant Walk, High Legh, Knutsford, Cheshire WA16 6LN

Inspection date: 25 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this warm and welcoming nursery. They are excited to begin their day and immediately seek out their friends and staff to share experiences with. Children are curious and motivated to learn and eagerly participate in the array of age-appropriate activities provided for them. Young children develop their creative skills as they use glue and collage materials to create pictures. Older children show fascination in the natural world around them as they hunt for worms in the garden using magnifying glasses. Their mathematical understanding grows as they have plentiful opportunities to count and compare shapes and sizes. Children are encouraged to test out their ideas and theories. For example, they create a structure for cars to travel on using lengths of plastic piping. Together, they calculate whether the pipes should be placed flat or on an angle to enable the cars to move.

Leaders and staff have high expectations of what they want children to achieve, including those with special educational needs and/or disabilities. Staff are very aware of the effects that the COVID-19 pandemic has had on children and are extremely sensitive to this. Children's personal, social and emotional development has been a strong focus. Subsequently, children are confident in social situations. They are resilient and show high levels of self-esteem.

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

- Overall, children behave very well. Staff working in the pre-school room use continuous positive reinforcement to help children to understand what is expected of them. They carefully explain to children why some behaviours are not welcomed. They model kind and patient behaviour themselves and gently encourage children to share and take turns. However, staff working with younger children are less skilled at implementing the nursery's expectations with regard to children's behaviour. For example, they do not always acknowledge when children are engaging in potentially unsafe play, or offer clear and consistent reminders to help young children to understand right from wrong.
- Children thoroughly enjoy listening to stories. Young children choose their favourite books and snuggle together with staff. Children are encouraged to turn the pages independently and talk about what they see in the pictures. Staff working with older children ask open-ended questions that encourage children to think and develop their language skills. Furthermore, staff model conversations and ensure that children hear a rich variety of vocabulary. However, as children write familiar letters from their names, staff do not always accurately model the correct pronunciation of letter sounds.
- Children's emotional well-being is given high priority. On a daily basis, children are encouraged to identify how they are feeling and share this with staff and

friends. Children talk about feeling happy and sad. This helps children to acknowledge and regulate their feelings. Furthermore, through these discussions, children develop empathy for one another and show kindness and concern as they discuss how they can make their friends feel happier.

- Children thoroughly enjoy exploring and investigating the wonderful outdoor areas. They engage in daily physical and energetic play, regardless of the weather. They climb, run, jump and balance, developing their large-muscle skills. They learn about living things, grow vegetables and develop an understanding of how to keep themselves safe when playing outside.
- The management team, including the committee, support the staff well. Staff are well qualified and are passionate and enthusiastic. Staff participate in regular team meetings and supervision sessions, and have good access to training to help advance their professional development. However, the acting manager, who is relatively new in her post, is yet to explore how staff can learn from one another and share best practice. That said, both she and the co-chair have a clear vision for improvement. They are dedicated and committed to achieving the very best possible outcomes for children.
- Partnerships with parents are strong. Parents welcome the information that staff share about their children's learning and development and how they can further support this at home with a variety of activity suggestions. Furthermore, they explain how staff have supported them to manage their children's behaviour at home through the sharing of resources and strategies. Parents are extremely complimentary. Their written responses highlight the progress and achievements that their children have made since attending, describing them as 'thriving'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a strong commitment to safeguarding children's welfare. They accurately describe the potential signs and symptoms that may indicate a child is at risk of harm. Furthermore, staff confidently explain the procedures they would follow should they have concerns about a staff member's practice or conduct. Staff receive regular and purposeful training to ensure that their knowledge and skills remain up to date. Safeguarding scenarios are discussed during staff meetings and their knowledge is regularly checked by the acting manager. Staff ensure that children are able to play in a safe and secure environment through the completion of regular risk assessments and audits of the provision.

What does the setting need to do to improve?

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

- support staff working in the baby room to consistently implement behaviour

strategies and promote expectations

- develop staff's confidence in supporting children's literacy skills so that children always hear the correct pronunciation of letter sounds
- develop strategies for staff to learn from one another and share best practice.

Setting details

Unique reference number	EY559113
Local authority	Cheshire East
Inspection number	10190112
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 at time of inspection	1 to 4
Total number of places	26
Number of children on roll	47
Name of registered person	High Legh Pre-School Committee
Registered person unique reference number	RP524917
Telephone number	01925756061
Date of previous inspection	Not applicable

Information about this early years setting

High Legh Preschool Nursery registered in 2018. The nursery operates from 8am to 6pm, Monday to Friday, all year round. The nursery employs nine members of staff. Of these, eight hold early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Discussions were held with parents, the acting manager, co-chair, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the acting manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022