

Inspection of Halton Lodge and Grange Pre-School

The Mobile, Woodside Primary School, Whitchurch Way, Halton Lodge, Runcorn,
Cheshire WA7 5YP

Inspection date: 7 November 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

The passionate and dedicated staff strive to improve outcomes for all children. They provide a welcoming, calm and nurturing environment for children. Staff have formed close bonds with children. Children are happy and well settled. They thoroughly enjoy spending time here. Children cuddle staff when they need reassurance. They demonstrate that they feel safe and secure. Children behave very well. Staff are positive role models. They have high expectations of all children. Staff teach children to share all of the toys and resources. Children play harmoniously together. For example, they take turns to be on the front and back of the bicycles when playing outside.

Staff plan activities that excite and interest children. This helps to engage children in their learning. For example, children show high levels of concentration as they make their own play dough. They are praised and given stickers for their excellent listening skills. This helps to build their self-esteem. The manager takes children on outings. They go to the local care home to sing songs and spend time with the elderly residents. Children also attend the local library for story sessions. Opportunities, such as these, help children learn more about the wider world.

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

- Children access a broad and balanced curriculum that follows their interests and builds on what they already know and can do. Staff plan appropriate next steps and share them regularly with parents. This helps children make good progress in their learning.
- Children are active and benefit from lots of fresh air and exercise. They confidently use the wide range of outdoor equipment. Children enjoy running around in the outdoor area. This helps to keep them fit and healthy.
- Children have lots of opportunities to practise and develop their early writing skills. For example, they use chalks to make marks on blackboards. They squeeze, flatten and roll out play dough independently. This helps to strengthen children's small-muscle movements, in preparation for early writing.
- Parents are extremely happy with the care and education their children receive. They feel well informed about their children's progress. Staff work in partnership with parents to suggest ways they can support their children's learning at home. This helps to provide consistency in children's care and learning.
- Children with special educational needs and/or disabilities are supported very well. The special educational needs coordinator works closely with the school and other professionals. She knows how to make timely referrals to outside agencies to ensure that children receive the right support. Additional funding is carefully used to support children's individual needs, including their well-being and learning. All children are supported well when they move on to school.

- Overall, staff teach children to be mindful of their own safety. For example, they conduct regular fire evacuation drills with children. Staff talk to children about fire safety ahead of any upcoming public events, such as Bonfire Night. This helps to alert children to the dangers of fire. However, that said, staff have not yet considered how to teach children about keeping safe when using the internet at home.
- The manager invites visitors, such as firefighters and road safety officers to the pre-school to talk to children about their jobs. This helps children to develop respectful attitudes for those who help them. However, opportunities for children to learn about the similarities and differences between themselves and others can be developed further. Children's understanding of diversity in modern Britain is less well developed.
- Communication and language are promoted well. The manager utilises a screening tool to assess children's communication and language skills throughout their time at the setting. This helps staff to swiftly identify any emerging needs and provides intervention at the earliest opportunity.
- Managers continually evaluate the effectiveness of the pre-school. They incorporate the views of both children and parents in their evaluation. Managers have recently begun providing a free daily breakfast for all children attending the pre-school. This ensures children have eaten a nutritional breakfast and helps to improve their concentration. The manager is currently setting up a food bank at the pre-school to support families in need.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge. They are alert to the signs and symptoms of abuse and know how to refer any concerns they may have about a child's welfare. Furthermore, staff understand their duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. Managers have clear policies in place to keep children safe. They follow robust recruitment processes that enable them to employ suitable people in the pre-school. Risk assessments are undertaken and are effective in keeping children safe.

What does the setting need to do to improve?

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

- explore ways to help children to develop an understanding of how to keep safe when using the internet at home
- strengthen opportunities for children to learn about diversity outside their own community.

Setting details

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| Unique reference number | 303466 |
| Local authority | Halton |
| Inspection number | 10233317 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 20 |
| Number of children on roll | 23 |
| Name of registered person | Halton Lodge and Grange Pre-School Committee |
| Registered person unique reference number | RP901759 |
| Telephone number | 01928 564031 |
| Date of previous inspection | 14 November 2016 |

Information about this early years setting

Halton Lodge and Grange Pre-School registered in 1997. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm.

Information about this inspection

Inspector

Olivia Barnes

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 their evaluation of the provider.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector and the managers carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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