

Inspection of Highgate Pre-School

Highgate Children's Centre, Trinity Road, Cleethorpes, North East Lincolnshire
DN35 8UL

Inspection date: 15 November 2022

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

Staff have high expectations for all children and know the children very well. Children develop their independence while doing small tasks on their own, such as feeding themselves and washing their hands. Children show good speaking and listening skills.

Children arrive at the setting happy and confident. The key-person approach is firmly in place to help children settle in quickly. Children are very confident to approach their familiar adults for comfort and reassurance. Children display good social skills when playing with others. For example, they share and take turns to use the resources. Outside, children benefit from the chance to develop their muscles and coordination. They run, jump and climb, shouting happily to one another as they play. Children show good mobility and balance. They learn to express their needs and interests effectively. Staff make them aware of the rules in the nursery and set clear boundaries for them to learn right from wrong. As a result, children consistently display positive behaviour. They are kind and caring towards other children.

The provider and manager are ambitious about what they want children to learn. Clear intent and delivery of a high-quality, well-thought-out educational programme has a positive impact on the children and their learning and development. Leaders and staff have a clear shared vision of the curriculum intent, with a focus on communication and language and personal, social and emotional development.

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

- Children with special educational needs and/or disabilities achieve good outcomes. Well-trained and qualified staff are quick to identify children's emerging needs and make swift referrals for support. For example, they accurately recognise children's verbal and non-verbal cues. Staff encourage speech and signing to support communication. This means that all children make very good progress in all areas and build close relationships with their key person.
- Staff observe and assess children's learning effectively. They keep parents informed about their children's learning, and work together to plan what children need to learn next. The strong partnerships between staff and parents ensure that there is consistency in support for children between the nursery and home. Subsequently, children make good progress with their development in comparison to their starting points in learning. Parents are happy with the care that their children receive. They praise the communication and 'friendly' staff team.
- Children have a variety of opportunities to support their physical development

skills. For example, children learn how to move in a variety of ways, such as balancing in different positions during a yoga session. This helps children show an awareness of space, both for themselves and others.

- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories regularly and talk about the characters they see in the books. In addition, staff link stories to other activities and use props to extend children's learning. Staff encourage children to make marks, using a range of materials to help develop their early writing skills.
- Staff teach children how to keep themselves safe and healthy. They teach children to use the slide safely. Children learn about foods that are healthy, such as fruit and vegetables. They have developed a 'dental station' in the home corner, where children talk about oral health and practise brushing teeth, using engaging resources.
- Teaching of the British values of diversity and equality is strong at this inclusive setting. Children learn about different cultures and join in with the celebrations of different faiths. Children sing songs and read stories about people from all over the world. As a result, children at this setting learn about tolerance and acceptance.
- Staff ensure that there are a variety of activities on offer. They enjoy playing alongside the staff and generally have their ideas supported. However, staff are sometimes too quick to move children's ideas on. They quickly suggest something different to do. Consequently, children do not always have the time to secure their ideas and extend their own learning.
- Staff take part in a variety of training to support their development. However, staff supervision arrangements are not yet highly effective at ensuring staff practice is monitored and continually improved. Staff practice is not fully evaluated, to help ensure it is of the highest standard.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that the recruitment process is robust and that all staff complete Disclosure and Barring Service checks to make sure that they are suitable to work with children. The manager and staff complete safeguarding and child protection training. They are familiar with the nursery's safeguarding policies and procedures. Staff are aware of the signs and symptoms of abuse and neglect. They recognise when children are at risk of being exposed to extreme views and to female genital mutilation. The manager and staff know the procedures to report safeguarding concerns to the relevant authorities. Staff complete regular risk assessments to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- provide more time for children to lead their own learning and develop their own thoughts and ideas
- enhance the supervision arrangements for staff so that it is highly focused on helping staff's practice to continually improve.

Setting details

Unique reference number	EY487375
Local authority	North East Lincolnshire
Inspection number	10229382
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	2 to 3
Total number of places	32
Number of children on roll	24
Name of registered person	Cleethorpes Childcare
Registered person unique reference number	RP521751
Telephone number	01472694266
Date of previous inspection	27 February 2017

Information about this early years setting

Highgate Pre-School registered in 2015 and is situated in Cleethorpes. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

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 provision.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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