

Inspection of Hart Common Pre-School

Westhoughton Rangers Football Club, Wigan Road, Westhoughton, Bolton BL5 2BX

Inspection date: 10 January 2023

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

Children arrive at this pre-school happy and settled. They happily leave their parents as they greet the friendly and welcoming staff. Children confidently hang up their belongings ready to start the day. Staff are on hand to support children recognise their own name label and sign themselves in on the self-registration board. Children delight as staff praise them for their efforts. Staff have high expectations for children's behaviour. They regularly remind children of the rules, such as 'good listening'. Furthermore, staff encourage children to regulate their emotions and resolve their own conflict. This supports children to develop empathy for others.

Children show excitement as they splash through puddles in their raincoats and umbrellas. They use their large motor skills as they brush away the rain, laughing with their peers. Staff use this opportunity to talk to the children about the weather. Once children have finished outdoors, they take off their coats and hang them independently on the pegs in the cloakroom. Children enjoy choosing and pouring their own drinks at snack time and are independent in putting on their aprons before painting. These opportunities support children to grow their independence skills.

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

- Leaders have created a curriculum that focuses on developing all seven areas of learning. The curriculum uses themes such as zoo animals to capture children's interest. However, staff do not always know what they want children to learn from an activity. As a result, not all activities are developmentally appropriate for some children.
- The pre-school staff have implemented a routine to help children feel settled. Children confidently complete their morning tasks, such as putting away their lunch boxes before going to their group activity. This supports children to develop a secure sense of belonging.
- Leaders and staff place communication and language as a high priority within the pre-school. Singing nursery rhymes and songs, along with opportunities for stories, are a key part of the day. Children benefit from small-group communication activities specifically targeted for their development. They are confident communicators.
- Children are confident to explore the outdoor environment. They have free-flow access between indoors and outdoors, enabling them to choose where they would like to play. Staff teach children ways to keep themselves healthy. For example, when children cough or sneeze into their hands, staff encourage them to wash their hands and explain why. Furthermore, children are provided with a selection of fresh fruit at snack time. Opportunities like these help children to

develop their understanding of leading a healthy lifestyle.

- Staff at this pre-school provide opportunities for children to explore their community. For example, children take part in local nature walks where they pick blackberries. Children recall past experiences, such as when the farm came to visit. This supports children's understanding of the world.
- Staff find out information about children before they start at the pre-school. For example, their likes, dislikes and interests. This helps children to settle into their new surroundings. Parents speak highly of the staff and praise their 'excellent communication'. They enjoy hearing about their child's development and the ways in which they can support this at home. Partnerships with parents are effective.
- Children's progress is reviewed regularly through assessment. Leaders and staff also regularly communicate any concerns in children's development. As a result, interventions are quickly targeted to encourage progress.
- Children have plenty of opportunities to develop their mathematical skills. They show deep engagement as they place objects into scales to balance out the weight. Children discover shape as they excitedly wander around the room matching shapes in their environment with their shape magnifying glass. Children's mathematical skills are well supported.
- Leaders provide staff with opportunities to discuss their workload and any concerns they may have through regular supervision. Leaders also ensure staff keep their mandatory training up to date. However, staff have not had much opportunity to progress their professional development even further.

Safeguarding

The arrangements for safeguarding are effective.

Robust procedures are in place to ensure that staff are suitable to work with children. Staff supervise children well and ensure they are kept safe at all times. Risk assessments are effective, and leaders understand how to ensure that the premises is suitable for childcare. All staff hold a full and relevant paediatric first aid qualification. This means they are confident and knowledgeable to deal with any incidents or accidents. Leaders have a secure understanding of child protection. They know the steps to take if there is an allegation against a staff member.

What does the setting need to do to improve?

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

- support staff to be clear in their learning intentions for children, to provide them with the best possible outcomes
- strengthen the programme for professional development of staff to provide them with precise training to help develop their teaching skills to a higher level.

Setting details

Unique reference number	EY376587
Local authority	Bolton
Inspection number	10263331
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Hart Common Pre-School Partnership
Registered person unique reference number	RP528163
Telephone number	07803 600 974
Date of previous inspection	27 April 2017

Information about this early years setting

Hart Common Pre-School registered in 2008 and is based in the Westhoughton area of Bolton. The pre-school employs four members of childcare staff, Of these, two hold relevant qualifications at level 3 and two hold level 4. The pre-school operates from 9am to 3pm on weekdays during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This is the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff, and has taken this into account in her evaluation of the setting.
- The inspector took account of parents' views from their written and verbal feedback.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector observed interactions between staff and 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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