

Inspection of Highfield Grange Pre-School

The Highfield Centre, Highfield Grange Avenue, Marus Bridge, Wigan WN3 6GH

Inspection date: 3 February 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 thrive at this pre-school, well supported by an exceptionally caring and committed team. Children are relaxed, confident and articulate. They chat happily with the staff and each other and are keen to show and tell the inspector what they are doing.

Outside, staff and children notice that a bird's nest in a nearby tree has blown away. The children discuss what might have happened to it and then decide to make a new nest. They work cooperatively to collect twigs and leaves and carefully weave together a nest on the floor. They then choose to write a notice saying 'Come to the nest', which they eagerly show to the inspector. This shows that the children are confident to lead their own play and are proud of their achievements.

Inside, the children use knives to slice and chop vegetables in a tray. Encouraged by staff, children determinedly continue sawing through a leek until they cut right through it. This demonstrates that the children are highly motivated and are prepared to continue to try hard even when something is difficult. Children try to cut a potato, which wobbles. Staff skilfully encourage them to think how they could make it less wobbly and easier to cut. This supports the development of children's critical thinking skills and encourages them to be independent.

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

- Pre-school leaders are ambitious for the setting and for the children's learning. They are reflective and constantly looking for ways to improve. Assessment is used effectively to identify children's next steps in learning and activities are carefully planned to support all children to make good progress.
- Staff report that they are well supported by pre-school leaders and that they love working with the whole pre-school team, the children and the families. They have regular appraisal meetings and opportunities to observe the teaching of colleagues. However, although leaders have a clear overview, they do not always address all the inconsistencies in practice among the staff team.
- Children behave very well. Staff are good role models and children are polite and well mannered. When children do have minor disagreements, for example, when working together on a construction activity, staff quickly intervene. They talk to children about how to solve disagreements and explain about their emotions.
- Children get plenty of fresh air in the large outdoor area. They enjoy playing chasing games with their friends, and climbing and sliding on the outdoor equipment. They use planks and blocks to make a trail and balance carefully as they walk along it. This supports them to develop their physical skills well.
- Children use giant coloured chalks to draw on the path and select paper, clipboards and pens from a trolley to write and draw outdoors. They look

carefully at the shapes of the trees and the plants in the garden and copy them. This gives all children, especially those who prefer learning outdoors, additional opportunities to develop their early writing skills.

- Children enjoy a carefully planned trip to a nearby supermarket to buy a range of vegetables. Back at the pre-school, they use the vegetables to make a homemade soup. Children help to prepare the vegetables and are encouraged to taste the soup. After lunch, children and staff brush their teeth together. This teaches them to make healthy food choices and manage their personal care needs independently.
- Remembering the soup making activity from the previous day, children choose from a selection of real vegetables to make a pretend soup in the role-play area. They excitedly discuss a possible recipe with their friends, making suggestions, such as 'add a bit of milk' and 'now give it a mix'. This shows that children remember what they have been taught and how the curriculum is developing their imagination.
- Parents are highly complimentary about all the pre-school team. They report that their children are happy and settled and love going to pre-school. This demonstrates that children feel safe and secure. Parents say that they are well informed about their child's progress and enjoy the homework activities, which support them to continue learning with their child at home.

Safeguarding

The arrangements for safeguarding are effective.

Both the manager and room leader are trained as designated safeguarding leads. Leaders follow thorough systems for the safe recruitment of staff, to ensure that individuals are suitable to care for children. All staff have a clear and consistent understanding of what to do to support and protect children who may need early help or who are at risk of harm. Staff know what to do if they have a concern about a leader or manager. Leaders conduct regular risk assessments of the premises, which are tidy, clean and secure.

What does the setting need to do to improve?

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

- develop the confidence and skills of the leadership team to support all staff to consistently implement the intended curriculum.

Setting details

Unique reference number	EY321592
Local authority	Wigan
Inspection number	10263779
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Highfield Grange Pre-School Management Committee
Registered person unique reference number	RP527517
Telephone number	01942498950
Date of previous inspection	11 May 2017

Information about this early years setting

Highfield Grange Pre-School registered at this site in 2006. The pre-school employs seven members of childcare staff, four of whom hold early years qualifications at level 3 or above. The manager holds an appropriate qualification at level 6. The pre-school opens during term time only. Sessions are from 9am until until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Gower-Jones

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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