

High Legh Pre-school Nursery

Inspection report for early years provision

Unique reference number EY362045
Inspection date 01/07/2009
Inspector Graham Martin

Setting address High Legh School, Wrenshot Lane, High Legh,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

High Legh Pre-school Nursery opened in 1971 and was re-registered in 2007 when it relocated to High Legh School, Knutsford, Cheshire. It operates from a classroom and the hall in the main school. The pre-school is managed by a voluntary committee of parents and serves the immediate locality and surrounding areas. It is registered on the Early Years Register for a maximum of 26 children to attend at any one time. It is open each weekday from 09.05 to 15.20 during term times. The children have access to an enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications. The provision is a member of the Pre-school Learning Alliance and receives support and advice from Sure Start.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Comprehensive procedures, including gathering information from parents about each child ensure that their individual needs are met and are reflected within daily planning and learning. Children make good progress, with effective support that ensures they are all included and all benefit from good learning activities and opportunities. They become active and independent in their own learning, although some play equipment is out of their reach, limiting their opportunities to self-select resources to promote their independent learning. Managers and staff continuously evaluate their practice but have only partially implemented a key person system and begun to explain it to parents. However, clear action plans for future development are devised with positive signs for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that resources are accessible to enable children to self-select for wider play and learning opportunities
- ensure that the key person system is fully implemented and explained to parents.

The leadership and management of the early years provision

The committee and manager have worked hard to implement a number of improvements since the pre-school was re-registered. There are good measures in place to ensure that what they do is impacting on the quality of children's experience. Children benefit from a good ratio of staff working with them that

frequently exceeds the minimum requirements, and also the expertise and experience of the team of well-qualified staff. Good staff induction procedures and the consistent implementation of the setting's policies support the efficient daily running of the pre-school, helping to ensure that children are offered a secure and welcoming environment.

The manager carries out rigorous checks on all staff to ensure that they are suitable to work with children. Staff participate in regular in-house training relating to safeguarding children, enabling them to promote the good welfare of all children at all times. Comprehensive risk assessments for all areas ensure that hazards are minimised or removed. Ongoing explanations from staff help children to gain a clear understanding of safety issues, such as why it is important to cover their heads and necks on a sunny day.

The setting works well with parents. Staff ensure that there is a thorough exchange of information, actively using this to inform activity planning to ensure all children's learning and development. Parents are invited to observe the setting in action, then review and report on what they have seen. Parents are well informed of their children's progress through daily discussions with staff, regular parents' evenings and informative displays throughout the pre-school. However, the implementation of the key person system has not yet been fully completed or explained to parents to help them understand how it will impact on their children's learning.

Good links are maintained with other settings, including High Legh School, which receives written reports from the pre-school as long as parents have given consent for this information to be transferred. The pre-school staff benefit from the support of an Early Years Foundation Stage (EYFS) specialist teacher, helping to ensure that all children's care is consistently good and their learning promoted well.

The quality and standards of the early years provision

Children behave well in the pre-school, enjoying their learning and achieving well. Children follow the agreed rules and staff encourage high standards of behaviour, providing well-deserved praise when children behave, as they should. They apply clear and consistent boundaries for behaviour and use age-appropriate strategies to help children make appropriate choices with regard to their behaviour. When necessary, staff discuss behaviour management strategies with parents to encourage consistency between home and pre-school.

Children of all ages make good progress towards the early learning goals. This is because the staff plan interesting and well-resourced activities that take into account individual children's interests and current learning needs. For example, mark-making skills are developed using a variety of writing tools and children proudly sound out the letters of their name when they have successfully written it. However, some construction toys are on shelves that are out of reach, restricting independent choices. The staff are flexible, adapting their planning to make use of opportunities such as discussing items, like a coconut or a satin bag that children have brought in to share with their friends for the 'feeling' table. They excitedly

talk about how much kale a caterpillar has eaten.

Staff talk to children about colours and shapes while they are drawing and encourage them to develop their language by asking probing questions about their pictures. Older pre-school children develop good self-confidence and independence through daily lunchtime visits to the dining hall in High Legh School. They enthusiastically explore the outdoor play area, balancing large blocks to make an engine and using wooden spoons to make percussion rhythms on metal saucepans. French language lessons are very popular and children comfortably use simple French vocabulary such as 'bonjour' and 'merci' in their everyday conversations with adults.

The children develop problem-solving skills as they use what they find in the play area to build balancing equipment so to walk on it. On a sunny, hot day outside, they know that they need to wear sun hats to keep safe. Children learn about healthy lifestyles. They are taught to wash their hands after toilet use and before having food. Talks from a dentist and doctor give them a good understanding of personal hygiene. Healthy foods choices and fresh water or juice for snack and lunchtime encourages children to comment that they like fruit and vegetables and 'stuff that helps them grow strong'.

Children develop a good understanding of some aspects of diverse society, taking part in little celebrations such as for Diwali. When children with particular learning difficulties and/or disabilities are due to join the group, staff make good use of circle time discussions to help children understand and support their particular needs. They gain some awareness of multi-cultural society because they use toys that reflect a variety of cultures. However, in spite of their good French language learning, they have not yet had any opportunities to develop their understanding of French culture by way of, for example, 'French Food' days.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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