

# High Legh Pre-school

High Legh School, Wrenshot Lane, High Legh, KNUTSFORD, Cheshire, WA16 6NW



## Inspection date

1 March 2017

Previous inspection date

27 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff provide a caring and nurturing environment where children have established secure attachments with adults. As a result, children demonstrate develop high levels of confidence, self-esteem and a strong sense of security.
- The manager and staff strive for excellence and show a deep commitment to providing the highest-quality care. Highly effective systems for staff supervision meetings focus precisely on training needs and lead to outstanding practice throughout the pre-school.
- The quality of teaching is extremely high. Staff provide a highly stimulating environment, both indoors and outdoors, with a wealth of opportunities and resources for play and exploration.
- Staff are excellent role models. They have high expectations of all the children and provide an environment which values children's views and interests. Children demonstrate exemplary behaviour and use good manners.
- Equality and diversity are well supported by staff who are extremely effective in providing an inclusive environment for all children. This is enhanced further by the highly successful partnerships which exist with parents and external agencies.
- Parents' comments are extremely positive and partnerships with parents are a key strength. Parents describe the pre-school as a nurturing and homely environment, and describe the significant impact this has had on their children's learning and well-being.
- Staff use their observations of children extremely well to make very precise assessments of their learning. They plan activities that are skilfully adapted to challenge and extend each child's learning.
- Staff are particularly accomplished at using signing to aid early communication and help all children to share their ideas, thoughts and feelings.

## What the setting needs to do to improve further

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

- continue to embed the excellent planning systems and evaluate the impact of the exemplary practice on children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Isobel Ford

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Self-evaluation is robust and the manager reflects on all aspects of the provision, actively taking into account parents' views. She creates a detailed action plan to focus and drive improvements. Staff are extremely effective at precisely monitoring children's progress and targeting areas for development. Staff show a strong commitment to their ongoing professional development. Expert knowledge gained from training is used by staff so that children consistently receive high-quality learning experiences and care. For example, extensive language and communication training, and recent training for mathematics have supported children's excellent progress. Safeguarding is effective. Children's safety and well-being is central to all practice. Staff have completed comprehensive safeguarding training and regularly discuss child protection issues. Robust policies and procedures are in place and all staff fully understand how to keep children safe.

### Quality of teaching, learning and assessment is outstanding

Staff actively involve themselves in children's play and support learning through high-quality interactions and the expert use of questions. They promote children's communication skills exceptionally well. Consequently, children quickly expand and enhance their vocabulary. For instance, they describe the changes they see happening to the plants and flowers, and enthusiastically express language to describe the different feelings inspired by music. The new planning system is helping staff to put children's current interests at the heart of their practice. As a result, all children show very high levels of concentration and engagement with activities. Staff are keen to review this system over time to ensure it is providing the best outcomes for children.

### Personal development, behaviour and welfare are outstanding

Staff ensure children are benefiting from a healthy lifestyle and learn about the importance of good personal hygiene. They have extensive opportunities to extend their physical skills in the outdoor area. Staff provide nutritious meals and children learn about where food comes from during snack times. They develop this knowledge further when taking part in exciting cooking activities, such as making soup. Children have excellent opportunities to develop their independence. They select their own resources and at mealtimes staff ensure children are encouraged to do things for themselves. Children are clearly familiar with the embedded and well-organised daily routines. Staff use singing to introduce key times for changes to the routine and the children respond quickly demonstrating highly effective listening skills.

### Outcomes for children are outstanding

Children show extremely positive attitudes to learning. Children learn to solve problems and develop skills that support their future learning. For example, they gain excellent mathematical knowledge, such as recognising shapes, confidently estimating numbers and independently checking their answers by counting. Children are extremely well prepared for the next stage in their development and make rapid progress in their learning, including children in receipt of additional funding and those who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY362045
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1065043
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	High Legh Pre-School Committee
<b>Registered person unique reference number</b>	RP524917
<b>Date of previous inspection</b>	27 September 2013
<b>Telephone number</b>	01925 751584

High Legh Pre-school was registered in 2007. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, including two with early years professional status or qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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