

Inspection of Headstart Pre-school LTD

Shevington Vale CP School, Runshaw Avenue, Appley Bridge, Wigan, Lancashire
WN6 9JP

Inspection date: 25 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff create a natural and calm environment for the children. Children gleefully enter the setting to the sound of soft music playing in the background. This helps children feel comfortable and relaxed as they start their day. Children arrive happy to see the staff and their friends. All children, including those who are new to the setting, separate from their parents with ease.

Children love the outdoors and have access to a vast array of physical development opportunities. They enjoy the freedom of having lots of space to run, play and chase their friends. Children practise their balance and coordination skills as they carefully walk a plank and then jump off the end. In addition, they slide on their bellies, and use their arms to pull themselves from one side of plank to the other. Staff are good role models. They offer children lots of positive praise and encouragement. Staff allow children to take safe risks in the outdoors. As a result, children are very confident and have good levels of self-esteem. Children understand the rules of the setting well. For example, outdoors, they help staff check for any hazards and tell visitors the rules for using the swings and hammocks. Children develop their small physical skills as they make meaningful marks using pencils and pens. For example, children draw themselves and the staff and then talk about how they have different facial and body features.

Staff have worked in partnership with parents and the on-site school during the COVID-19 pandemic. They gave careful consideration to adapting the setting to ensure children could continue to attend yet remain safe. Parents continue to wait at the main gate and their children are individually handed over to their care.

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

- There has been a period of change within the leadership team at the setting. This has led to some inconsistencies in the monitoring of staff's practice. In the main, staff play and interact well with children. However, this is not yet of a consistently high standard. For example, at times, staff are too quick to step in and complete tasks for children, such as wiping their nose, serving them food and opening bottle tops and lids. As a result, the intended curriculum for building children's self-help and independence is not highly effective in supporting this aspect of their learning.
- Staff's well-being and workload are managed very well. Leaders appreciate all staffs' contributions and commitment. Meaningful rewards of recognition help to boost staff morale. Leaders provide training that supports staff in their individual roles. As a result, staff feel valued and are very happy in their work.
- Children develop well in mathematics. This is because staff provide good opportunities for children to practise and extend their mathematical skills. For

example, staff use mathematical language such as 'big' and 'small' as children hunt for pine cones. Children are challenged to compare the size of the pine cones and then count aloud how many they have found.

- Staff know the children very well. They quickly recognise when children may require additional support in their learning. Staff take swift action to ensure that children get the support they need. As a result, all children, including those who are funded and those with special educational needs and/or disabilities, quickly catch up and gain the skills they need for future learning.
- Partnerships with parents, schools and other agencies are strong. Staff share vital information about children to ensure all those involved in their care and learning are consistently involved. Parents comment that staff are 'super supportive' and they feel that they are kept fully informed about the progress their children make.
- At times, staff do not adapt how they deliver some aspects of the curriculum quickly enough to ensure children's unique ways of learning are met. For example, older children need to wait to play outdoors during the morning session. In addition, staff's interactions during large-group activities do not ensure that all children have equal opportunity to participate and extend their learning. As a result, children are not highly focused and engaged during these times.
- Children enjoy looking at books with the staff, who use these opportunities well to help children extend their language and vocabulary. For example, they ask children to find characters from the book, encourage them to find sounds that rhyme, such as 'frog' and 'dog', and to make predictions about what might happen next. As a result, children become confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff attend safeguarding training. They understand their roles and responsibilities to keep children safe. Staff know what to do should they have a concern about the welfare of a child or the behaviour of a colleague they work with. Careful consideration is given to risks outdoors. This ensures that children can take safe appropriate risks that support their ongoing physical development.

What does the setting need to do to improve?

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

- strengthen supervision arrangements to better support staff to deliver the intended curriculum at consistently high levels
- review how large-group times and the morning session are carried out to ensure all children can follow their own unique ways of learning and remain highly engaged.

Setting details

Unique reference number	EY340840
Local authority	Wigan
Inspection number	10109889
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Headstart Pre-School Limited
Registered person unique reference number	RP527068
Telephone number	07795831958
Date of previous inspection	11 June 2015

Information about this early years setting

Headstart Pre-school Limited registered in 2006. The pre-school opens Monday to Friday, from 9am to 3.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs five members of staff including the manager, all of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Donna Birch

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 inspector spoke with the nominated individual, who is also the manager, and the deputy manager about the the leadership and management of the setting.
- The inspector spoke to staff, parents and the children throughout the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation and discussed the training and support for staff.

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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