

Inspection of Heathcot Pre-School Ltd

78 Windsor Road, Coppice, Oldham, Lancashire OL8 1RP

Inspection date: 8 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children eagerly engage in exciting and varied self-initiated play. For example, children watch as cars go down a track. Without the need for adult interaction, they take turns, saying 'It's you next, then me'. Behaviour is very good. Excited children confidently tell staff they are looking for treasure as they recall a previous activity making treasure maps. This shows that children are developing good recall and memory skills. Managers and staff are ambitious for children's progress and build effective challenge into the curriculum. They ably use routines to develop key skills. For example, children use songs to learn the days of the week and months of the year. Older pre-school children confidently find the words 'Friday' and 'July' to add to the board. Children engage well in adult-led activities, building skills they will need for future learning and in readiness for school.

Children learn to play safely and are encouraged to consider other children. For example, children using a ribbon stick are gently reminded to use a space and consider each other's safety. Children listen well and respond to instructions.

The promotion of children's speech and emerging literacy is noticeably effective. Children, many of whom speak English as an additional language, speak confidently and clearly. They ask questions and talk about what they are doing with peers and staff. Writing materials are readily available and children use these well, for example, while making lists for a picnic. The language-rich environment supports children as they try to form letters. For instance, a pre-school child proudly wrote 'eggs' independently. Staff immediately acknowledged this success, building the child's self-esteem and confidence.

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

- The provision is good. Well-qualified managers and staff demonstrate a secure understanding of how children learn. They know the early years foundation stage areas of learning well and offer well-sequenced activities in most areas of the curriculum. These are especially evident in the areas of language, literacy, and personal and social development
- Mathematical opportunities are provided. For example, children throw a dice and recognise the number from the pattern of dots. They easily identify numbers one to 10 and count well. Occasionally, number activities are well within children's current knowledge and therefore do not challenge and stretch learning in this area.
- Children benefit from a regular routine and structured teaching in small groups. This is a particular strength of the provision and complements children's free play and exploration very effectively. Children feel secure because the sequence of events is familiar and enjoyable. This helps them to predict what will happen

next and prepares them for school routines.

- Parent partnership is a strength. Parents are overwhelmingly happy with their children's progress at the setting. They give many examples of individual developments and value the support they receive in parenting and suggestions on how to continue children's learning at home. Parents comment that staff see each child as 'unique' and they are confident that their child's individual needs are met.
- Continuous professional development is highly promoted, with staff having dedicated time for training. The setting has invested in several tools and resources which staff are trained to deliver. The use of these resources is planned effectively so that learning is meaningful and meets individual children's targets. For example, resources are used to support the development of listening skills. Staff feel valued and motivation is evident.
- Partnership with other agencies, such as health visitors and speech and language teams, is strong. Children's individual needs are quickly identified and staff work with parents to make individual support plans. This use of these resources is planned effectively so learning is meaningful and meets targets. Referrals are made where needed. Funding accessed for children with special educational needs and/or disabilities (SEND) is used well, for example to fund additional staff. This means children, including those with SEND, make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to protect children from harm. They access regular safeguarding training and have knowledge of the signs and symptoms of abuse. They know what they should do if they have concerns about a child's welfare. Staff are clear about the procedures for whistle-blowing if necessary. The manager confidently understands how to identify and refer children who may be exposed to extremist views and activities. The manager and staff make sure the premises are secure so that children cannot leave unsupervised. The manager follows the correct safe recruitment procedures to ensure all staff are suitable to work with children. The manager offers a comprehensive induction to new staff which includes safeguarding information.

What does the setting need to do to improve?

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

- develop staff's knowledge in the area of mathematics so this is as strongly embedded as other areas of learning, to further enhance children's development.

Setting details

Unique reference number	301004
Local authority	Oldham
Inspection number	10129234
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	32
Number of children on roll	58
Name of registered person	Heathcot Pre-School Ltd
Registered person unique reference number	RP524182
Telephone number	0161 284 8497
Date of previous inspection	30 September 2015

Information about this early years setting

Heathcot Pre-School Ltd registered in 1999 and operates from a children's centre. It opens from 8.45am to 11.45am and 12.30pm to 3.30pm, Monday to Friday, term time only. There is also a lunch club facility which is used by some children. There are nine members of staff employed who work directly with the children. Of these, one holds early years teacher status, two hold a level 6 qualification, one holds an appropriate early years qualification at level 5, and the remaining staff hold appropriate early years qualifications at levels 3 and 2. The manager holds an appropriate early years qualification at level 6. The pre-school provides funded early education for two-, three- and four-year-old children. The setting supports children with SEND and children who speak English as an additional language.

Information about this inspection

Inspector

Lynn Richards

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 manager and has taken this into account in her evaluation of the provider.
- The inspector observed an activity and evaluated this with the manager.
- The inspector spoke to the managers, staff, parents and children at appropriate times during the inspection.
- The manager conducted a learning walk and discussed with the inspector how the provision is organised, how the curriculum is planned and delivered and what children learn from this.
- The inspector observed children indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including training certificates and Disclosure and Barring Service checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022