

# High Lane Pre-School And Kidzone



High Lane Primary School, Andrew Lane, High Lane, STOCKPORT,  
Cheshire SK6 8JQ

<b>Inspection date</b>	2 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Practitioners demonstrate excellent understanding of how children learn. This is a particular strength of the provision. Practitioners present new ideas and information in a way that is meaningful to children. They skilfully support children to play and explore. This helps children to become successful learners.
- Partnership with the school is strong. Practitioners in the out-of-school club, pre-school and school are conscientious in their sharing of information when children transfer between them. This helps to promote continuity in children's learning and well-being.
- Parents are pleased with the information they receive about children's progress and achievements. They say that they are helped and encouraged to continue children's learning at home. This is demonstrated when pre-school children proudly tell practitioners that they have got dressed by themselves today.
- Practitioners plan routines and activities so that they include opportunities for children to count and calculate. For example, children count how many pieces of apple they have made with the apple chopper. They think about how many pieces will be left when they have eaten one. This helps to promote children's early numeracy.

### It is not yet outstanding because:

- The regular monitoring of the performance of practitioners does not focus sharply enough on raising the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners and focus more sharply on helping them to develop an expert knowledge of teaching and learning.

### Inspection activities

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

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management is good

Managers evaluate the provision. They implement changes that help to improve the programme of activities. For example, managers analysed information about children's attainment. They noticed that children were achieving less highly in the 'people and communities' aspect of learning. As an outcome, practitioners devised rich opportunities that help children to understand more about other countries and cultures. Safeguarding is effective. Practitioners know what they must do if they are concerned that a child is at risk of harm. Managers carefully follow robust systems for recruiting new employees. Managers identify and minimise hazards to children's safety. This is demonstrated when they check and review risk assessments and records of accidents.

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

Children participate eagerly in activities. For example, children and practitioners look closely at flower bulbs and talk about the spring flowers that will grow from them. Practitioners help children to remember and consolidate what they already know about caring for plants. In addition, children learn new information and skills. For instance, they plant their own bulb and make sure it is the right way up. Practitioners promote children's early literacy well. For example, they use toys and props to share familiar stories with children. Children listen and watch, with fascination, when Goldilocks tries out the big, middle-sized and small beds in the bears' house.

### Personal development, behaviour and welfare are good

Practitioners unfailingly model politeness and respect towards other people. Children copy their polite behaviour. Practitioners notice and talk about instances of kindness and this helps children to understand what being kind means. Children follow daily routines that help to promote their independence. For example, they put their wellington boots on and leave their shoes tidily under a chair, ready for when they come indoors. Children learn to make healthy choices. They play energetically outdoors and learn why physical exercise is important. Practitioners follow well-established policies and procedures and this helps to promote children's welfare.

### Outcomes for children are good

Children make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children ask questions and speak confidently. They demonstrate interest and enjoyment when they listen to stories. They can recall the sequence of events in familiar stories. Older pre-school children begin to link sounds with written letters. They recognise their own written name and the names of other children in the group. Children draw pictures and invent role-play storylines. This helps to reinforce and extend their knowledge and understanding of the world. Children know why they must wash their hands before they eat.

## Setting details

<b>Unique reference number</b>	EY537174
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10076748
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	The Marple Childcare Company Limited
<b>Registered person unique reference number</b>	RP902598
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07586590886

High Lane Pre-school and Kidzone registered in 2016. The provision employs four members of childcare staff. Of these, three hold qualifications at level 3 and one holds early years professional status. The provision opens from Monday to Friday, during school terms. Pre-school sessions are from midday until 3pm. Out-of-school club sessions are from 7.30am until 9am and from 3.15pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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