

Grangewood Pre-School

Inspection report for early years provision

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Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Grangewood Pre-school opened in the 1960s. It operates from a large hall and two adjacent rooms in Grangewood Methodist Church, Wollaton. There is a secure outdoor play area. It is close to shops and local facilities with direct bus routes into Nottingham city centre. The pre-school serves the immediate community and has good links with local schools.

The pre-school opens five mornings a week during school term times only. Sessions are from 09:00 until 11:45. A lunch club operates from 11:45 to 12:45 on a Thursday.

The pre-school is registered to care for a maximum of 36 children at any one time. There are currently 42 children from three years and four months to four years and nine months on roll. This includes 41 children who receive funding for early education. The pre-school supports a number of children who speak English as an additional language.

The pre-school is managed by a voluntary committee of parents and carers. They employ six staff who work every session with the children. Three staff are qualified teachers and a further two staff hold appropriate early years qualifications. The setting is accredited by the Pre-School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene and become increasingly independent in their personal care. They wash their hands independently after messy play, before eating and after using the toilet. Children understand that they can help themselves to tissues to wipe their noses and take responsibility for placing these in the bin once they have been used.

Staff follow good daily routines to ensure all areas are maintained in a clean and hygienic manner. In the event of any minor accidents children receive good care and attention as staff are trained to administer first aid. A record of accidents is maintained and shared with parents, although at times the level of detail does not give a full picture with respect to the size and location of any injury. Therefore, children's welfare is not fully promoted.

Children benefit from the provision of a healthy mid-session snack. They enjoy a superb range of fresh fruits, vegetables and foods relating to the topics that significantly contribute to their understanding of healthy eating. They manage the snack bar routine impressively as they register their attendance, wash their hands and select a drink of their choice. Children enthusiastically try different tastes such as sliced peppers, mange-touts and naan bread. Their conversations with adults at this time helps them to understand what they are eating and how certain foods are good for them. Clear records are held of any individual dietary needs and these are clearly taken into account when the pre-school serves food or undertakes baking activities. Children attending the lunch club bring packed lunches and these are stored appropriately.

Children have many opportunities to be active within their play. Good use is made of the outdoor area for children to develop their coordination and control as a full programme of activities is planned. They eagerly join in movement sessions, action songs and games. They use large and small equipment to ride, jump, climb and balance. Children benefit from using the outdoor environment in most weathers as staff ensure they are dressed appropriately to protect their health.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exceptionally welcoming environment where staff personally greet the children and parents as they arrive. Children are generally self-assured and sensitive support is readily on hand for those less confident, enabling them to become emotionally secure. The pre-school provides a wonderful array of exciting and worthwhile activities that are attractively presented at suitable levels to encourage children to access them independently. Children eagerly choose what they want to do and adult help ensures the resources are used to provide age-appropriate levels of challenge. Organisation of the rooms within the pre-school supports children's safety. For example, children have an indoor physical room that can be used when the outdoor area is unavailable and ensures they can be active without disturbing other children who may be playing quietly. The outdoor area is securely enclosed and has a safety surface that minimises the risk of injury. Full and detailed risk assessments are used to identify and minimise risks to children and staff. Information from these is regularly and reliably used to review practice and make any adjustments. For example, an overview of accident records is maintained and evaluated so that any recurring patterns are quickly noted and addressed with

suitable actions. A full fire risk assessment has been undertaken and staff have attended fire safety courses to ensure their practice keeps children safe. Children understand what to do if there is a fire in the building, as they regularly practise the procedures and discuss this with staff. Parents are also informed when a practice has taken place so that they can further help children to understand simple safety messages. Children show an excellent understanding of keeping themselves safe. They pick up dropped items from the floor and replace them on the tables acknowledging that if they do not do so someone else could trip. They describe with clarity how to use resources, such as scissors safely and sensibly, repeat and follow adult guidance that ensures their own and others' safety.

Security is a high priority and very secure arrangements are in place when children arrive and are collected. Staff effectively implement a password system to ensure that children are collected by persons approved by the main carer. Staff are very vigilant in their supervision of the children and through excellent teaching help children to assess risks for themselves. Children have opportunities within their play to take risks within safe limits. For example, children are challenged to try more adventurous moves on the balance beams once they have mastered the basics. Staff ensure they are close by and take proper precautions such as having safety mats in place, which minimises the risk of accidents.

All staff fully understand the issues involved in safeguarding children. They work closely with the children and are fully prepared to identify and act appropriately on any concerns about a child's welfare. Excellent partnerships with parents means that key information is exchanged in an open and honest way and parents fully appreciate the need for the staff to record any injuries children arrive with. This is handled in an extremely sensitive and confidential manner. The pre-school keeps relevant guidance materials easily to hand and this enables prompt action to be taken by the designated person in the event of any concerns. Consequently, robust arrangements are in place to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the pre-school. They arrive full of enthusiasm and quickly become absorbed in an activity of their choice. Staff provide sensitive support for any children who find it difficult to separate from their parents so that they soon become happily engaged in worthwhile play. Excellent relationships between the staff and the children build children's sense of trust and promote their confidence. New starters are carefully guided so they understand and rapidly become familiar with the routines of the session and the expectations of the group. Through the close communication with parents, staff build a clear picture of the children's interests and abilities and use this effectively to ensure the activities they enjoy meets their needs. Although in practice the pre-school rarely has children under the age of three years the staff have a very good understanding of the 'Birth to three matters' framework and how this supports younger children's learning. This ensures all children are ably supported.

Children benefit hugely from the opportunity to attend the lunch club and this significantly contributes to their being well prepared and confident to accept the transition to school. They learn to successfully unpack their lunch boxes and manage tasks such as peeling bananas independently. Children enjoy chatting with their friends and take responsibility for tidying away their lunch boxes before returning to play. More experienced children readily help their less confident friends and show pleasing consideration for others.

Nursery Education

The quality of teaching and learning is outstanding. Children achieve exceptionally well because staff provide activities that are always interesting and well matched to children's abilities, which ensures children develop positive attitudes towards learning. All staff are highly professional and have an in-depth understanding of the Foundation Stage and how children learn, which they use to optimum effect. A flexible approach to planning and an excellent balance between adult and child-led activities ensures children learn through everything they do. Staff recognise the importance of first-hand experiences and plan a wealth of activities for the children that encourage them to explore, experiment and extend their own learning. Children's abilities and understanding are further progressed through the skilled intervention of staff who pose challenging questions to extend their thinking. Daily routines provide extensive opportunities for free play together with small group and one-to-one activities that children really enjoy. Staff are exceedingly well deployed to maximise children's learning in all areas. The innovative use of many visual aids ensures children understand concepts and concentrate well. Staff make excellent use of their observations of what children do and know to inform their assessments and plan for their individual learning. Highly effective systems to support children who speak English as an additional language ensure they can communicate their needs and rapidly begin to build their vocabulary. Consequently, all children make excellent progress towards the early learning goals and are very well prepared for the transition into school.

Children have excellent attitudes towards learning and are keen and eager to try new experiences. They remain actively engaged in meaningful activities throughout the session and are confident to demonstrate what they know and can do. Many children enjoy working cooperatively with a friend, for example, to complete a large floor puzzle. They negotiate, share and concentrate until the puzzle is completed, showing immense satisfaction in their achievements. Children are highly independent as they put their coats on before going outdoors and decide when to have their snack. They have exceptional listening skills, which are fostered through many inspiring activities. They enjoy a multitude of listening games, follow simple instructions and actively begin to rhyme words. Through the 'sound of the week' children recognise and link the sounds in words. Children reliably recognise their own name cards and use these to self-register and at snack time. Extensive opportunities for children to make marks, on a large and small scale indoors and outside, encourage children to write purposefully. Children make notes at the role play area as they take messages and show pride in their achievements as they carefully trace letters using their fingers in small trays of sand. Children have an exceptional love of books and stories. They sit transfixed as a story is told to them and confidently talk about what might happen next. They revisit the book of the week independently by using the objects on the story table to retell the story of 'The Rainbow Fish'.

Children are very confident to use numbers in practical situations. For example, they delight in pegging numbered t-shirts onto a washing line outdoors showing how they order numbers. They recognise numerals within their play and count reliably to 10 and beyond. Children begin to confidently solve problems as they sing number rhymes using visual aids. During a one-to-one activity older children demonstrate exceptional skills in calculation as they are challenged to work out how many frogs are left if two jump away. Children understand a wealth of mathematical language and use this to describe shape and compare size. They regularly use scales and tapes to weigh and measure. Children use a good range of modern technology and competently operate the cassette machine to listen to a story. They readily understand how to use the CD player and enthusiastically operate simple programmes on the computer. Children carefully follow the instructions on a computer programme and show excellent skills in using the mouse and keyboard. Through a wide variety of topics, visitors and outings children learn

about the world around them. For example, a visit from the mobile library allows all of the children to choose books for the pre-school and to understand how a library works. They appreciate the natural world through interesting topics such as growing herbs, watching the life cycle of frogs and closely observing seasonal change. Their awareness of others is heightened through meaningful experiences that can be shared. For example, children celebrate festivals that are relevant to the families in the pre-school.

Children develop excellent control of their bodies as they play with a wide range of large and small equipment. They learn to balance as they walk along low beams and jump off the end. More able children are constantly provided with challenge as staff suggest other ways to move such as going backwards. Children develop spatial awareness as they pedal the bikes outdoors and quickly change direction to avoid another child. Through movement sessions children learn to stretch their bodies and move with control. They love to dance and express themselves creatively to a wide variety of different music. Children are adept at using a range of small tools and equipment. They fasten clothes to a washing line using pegs, flatten dough with rolling pins and cut out intricate pictures using scissors. They enthusiastically use a range of textured materials such as glitter, feathers and tissue as they make a collage of a peacock after looking at a picture to remind themselves what it looks like. Children give meaning to their own freely drawn and painted pictures. Through simple yet inspiring role play areas children make up exciting games. A fire station evolves during the session as children contribute their ideas supported effectively by the staff. This truly allows children's creativity to flourish.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the pre-school and valued as individuals. Comprehensive information is sought for each child to enable their care needs to be met. Children readily share news about themselves and their families, helping them to feel a sense of belonging. A full range of opportunities is provided for children to learn about different cultures. For example, to celebrate Diwali children are greeted by music and they enter the darkened hall past a wonderful display of lights. This provides an excellent introduction to the day's activities and fills children with a sense of excitement and anticipation. Children's families share their knowledge and help with items for the displays, which makes such celebrations truly relevant for the pre-school. During welcome times children learn and use greetings in the home languages of the children present and this helps children for whom English is not their first language to feel acknowledged. Additionally, children are becoming skilled at using simple signs and this enhances their communication with others. The pre-school has experience of caring for children with learning difficulties and/or disabilities and shows a strong ability to adapt activities to ensure inclusion and meet individual children's needs. Staff have attended a comprehensive range of courses that enable them to be proactive in the event of any concerns and to work collaboratively with parents and outside agencies.

Children's spiritual, moral, social and cultural development is fostered. Children behave extremely well and with a high sense of responsibility. They rapidly develop the skills to work cooperatively with others and understand the need to share and take turns. Children become adept at negotiation and frequently solve any difficulties between themselves. For example, when playing imaginatively children agree between themselves that they will take turns to be the driver of the fire engine, as this is a favourite role. Children receive lots of praise and guidance from staff, which boosts their confidence and self-esteem. They are polite, respectful and eager to help others.

Positive relationships with parents and a real desire to work in partnership with them means children's needs are very well met. The pre-school ensures parents have full access to all relevant information including the policies and procedures. However, the current complaint procedure does not clearly inform parents of how they should expect any formal concern to be dealt with in line with current legislation. Consequently, parents may not fully understand the accepted processes. Parents are warmly invited to participate in the pre-school in a number of ways. For example, parents serve on the committee, assist with fund raising, share their knowledge and skills and contribute to the snack menu.

The partnership with parents and carers of funded children is outstanding. Extensive information is exchanged to ensure parents are involved in their children's learning in a multitude of ways. Displays and information within the large foyer keeps parents informed of what children are learning such as the 'sound of the week' and 'new signs and symbols'. Information about the 'book of the week' is available for sharing as are photos of the previous month's work so that parents and children can review these together. Parents receive the words to new rhymes children are learning and this further enables them to support children at home. Children have immense fun taking home 'Travelling Ted' and parents help to complete a brief report of his time in their home, which the children then share in the group. Parents and children also take part in a weekly book share scheme, which further provides positive home and pre-school links. Children's progress and development is closely monitored throughout their time in the pre-school and this is shared regularly with parents in both formal and informal ways. This contributes to parents' opinions that they are extremely well informed and that their contributions are highly valued.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff, who work hard to ensure all children are happy and settled. Recruitment procedures are robust and all adults are appropriately vetted. The number of adults working with the children is exceptionally high and therefore children are consistently supported to realise their full potential. They benefit from being able to choose where to play and whether or not to go outdoors. Children fully benefit from the key worker system in that they have a short time daily in a familiar small group with a consistent adult who builds a close relationship with the group. Generally, records, policies and procedures support the effective management of the provision. However, some records lack detail to fully protect children's welfare.

The leadership and management is outstanding. There is a clear vision for the pre-school and the whole team is thoroughly committed to providing an exciting programme of activities for the children to promote all areas of their learning and to prepare them fully for the transition to school. Staff place high value on the importance of their own professional development in delivering the best for the children. They continue to attend a wealth of training that keeps their knowledge up-to-date and constantly refreshed. Staff display an exceptional enthusiasm and show they genuinely enjoy working with the children. They are not complacent and are willing to take on advice that is offered. Since the last inspection the pre-school have gained accreditation from the Pre-school Learning Alliance. They strive for continual improvement through constant evaluation of their practice at all levels. This enables them to move forward and deliver a highly successful programme of nursery education. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the pre-school agreed to keep a record of existing injuries to children and to update the policies on outings and child protection. Parents now complete a body map to indicate when a child has sustained an injury outside of the pre-school and this forms part of the child's confidential record. Also a procedure has been introduced to ensure appropriate action is taken if an allegation is made against a member of staff. Therefore, children are more effectively safeguarded. The pre-school has implemented a procedure to be followed when children are taken out of the building, so improving the overall safety.

At the last early education inspection there were no key issues raised but the pre-school was recommended to consider providing regular opportunities for children to practise more difficult skills. This has been very effectively addressed throughout the whole programme of activities planned for the children so that opportunities for children to continually develop their skills are prioritised.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the level of detail and consistency within the accident records
- update the complaint procedure to reflect current requirements and accurate details of the regulator.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk