



## Little Grove Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY306306
<b>Inspection date</b>	23 January 2006
<b>Inspector</b>	Margaret Moffat
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<b>Registered person</b>	Village Pre-Schools Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 outstanding. 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?

Little Grove Pre-school is one of 2 pre-schools run by Village Pre-schools Limited. It operates from a self-contained building in the grounds of Hall Grove Co- Educational Independent School, Bagshot. A maximum of 35 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.30 until 15.40 during school term times. Children have access to a fully enclosed outdoor play area.

There are currently 58 children from 2 to under 5 years on roll. Of these 36 children

receive funding for nursery education. Children come from local catchment area and can attend for a variety of sessions or for the day. The pre-school currently supports children with special educational needs, and who speak English as an additional language.

The pre-school employs 12 staff. Of these 9, including the manager, hold appropriate early years qualifications. A further 2 staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children experience an excellent range of activities that assist them in their physical development and encourage a healthy lifestyle. They are extremely confident in their physical abilities and have access to an extensive range of indoor and outdoor equipment. They enjoy daily opportunities to participate in activities developing their co-ordination and skills for example climbing apparatus, wheeled toys, selection of tools in play dough activities.

Older children are very independent in their personal care. They go to the toilet unaided, wash their hands, and are aware of the importance of personal hygiene. Staff act as good role models and encourage children to practise good hygiene. They offer a high level of support to younger children who need assistance in completing personal tasks. Staff discuss and record children's dietary and medical needs with parents. Many of the staff hold valid first aid certificates, with provision in place to ensure all staff hold a certificate. Staff are clear about the procedures to follow when recording accidents and administration of medication. Parents countersign completed paperwork, ensuring they are fully aware of events that happen to their child at pre-school. This ensures children's health and welfare are protected.

Children learn about healthy living through the interesting topics planned by the staff for example all about me and healthy eating. Children develop an awareness of their own needs, as they know to wear coats when going outside, as it is cold. Snack and meal times are sociable occasions; staff sit with the children encouraging conversation and independence skills. Children pour their own drinks and open milk cartons at snack time. They discuss different foods as they talk about the fruits they like, recognising that a variety of foods contributes to a healthy and balanced diet. Parents provide packed lunches for the children and they are encouraged to provide ice packs, easy open packages and healthy options for the children. This further develops children's independence skills and awareness of healthy eating.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in a warm, welcoming and attractively laid out environment where they can play freely and safely. Staff minimise the risks of accidental injury to the children through daily risk assessments and safety checks. This allows children to

explore the environment they play in and enjoy the toys, resources and activities available to them. Children are developing an awareness of how to keep themselves safe through the range of topics and discussions about road safety and stranger danger, they encounter during their time in the pre-school. Children regularly practise the emergency evacuation procedure which encourages them to become familiar with the routine and safe evacuation of the premises.

Children move confidently around the environment and make their own choices about their play. Space is well organised and used effectively to allow children opportunities to be active, engage in physical activities, table top and floor activities and enjoy opportunities to relax and share books in a comfortable seating area within the room. Children have access to a very good range of high quality equipment, which is appropriate to their age, and stage of development. Toys and resources are presented at children's level increasing opportunities for them to make their own choices and be independent.

Children benefit from the clear understanding staff have on child protection issues. They are fully aware of the signs and symptoms to look out for and the procedures to follow if they have concerns about a child in their care. Parents are made aware of all policies and procedures through prospectus. This further contributes to children's safety within the setting.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are happy and settled within the pre-school. They arrive happy and eager to participate in activities on offer and demonstrate developing concentration skills. Staff are aware of individual children; they offer good levels of support and assistance to children who require help in leaving their main carer. All children are beginning to achieve because staff have experience and a developing awareness of early years guidelines such as Birth to three matters and curriculum guidance. Staff know the children well and talk to them about their family and what they have been doing at home. They recognise children's needs on an individual basis through observations and getting to know the children they work with through the key worker system. Children make choices about what they wish to play with and staff are on hand to assist when needed for example helping children with dressing up clothes when asked. Children begin to make sense of the world, express their ideas and communicate effectively as they take part in the activities on offer.

### **Nursery education**

The quality of teaching and learning is outstanding. Children are progressing extremely well, supported by staff who have a very good knowledge of the early learning goals. Excellent records of children's achievements are used to inform future planning and children's next steps in their learning. Staff have a very good understanding of the needs, interests and skills of the individual children and use these to plan a stimulating and exciting range of themes and activities. They use effective explanation and questioning techniques to extend children's language and thinking skills. Children are well behaved and are very aware of the expectations and

boundaries in place, for example answering their names in the register, sharing toys and resources and helping to tidy up.

Children are extremely confident in their surroundings. They confidently select the toys and resources they wish to play with from the excellent variety available. Children are curious and ask questions. They engage easily in conversations with each other and in small and large groups. They confidently introduce themselves to visitors and enquire about what they are doing in the pre-school. They participate enthusiastically at story time and show respect for books, which they clearly enjoy. Children spend time in the inviting book area reading alone and sharing with others, retelling the story by looking at the pictures. Children count confidently up to 10 and many count beyond this. Staff provide an excellent range of activities to encourage children's mathematical development. This includes felt board and props used in counting songs helping children develop an understanding of calculation. Children have many opportunities to take part in experiments to discover how things work and why things happen. Planned themes develop children's awareness of different cultures and traditions. They develop an awareness of people in the community through visitors to the group, such as police, nurse and dentist.

Children enjoy and participate in a very good range of physical activities to assist them in developing their large and small motor skills. Children are able to use small tools and equipment with confidence and increasing control. They access paintbrushes, scissors, glue sticks and a selection of tools in play dough activities on a daily basis. Children confidently use bricks to construct buildings, for example a church with a steeple. Staff offer purposeful support to ensure all children have opportunities to develop skills to use all types of equipment. Children experience a balance of active, quiet and developmental opportunities throughout their time in the pre-school.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are welcomed and play a full part in the pre-school because staff value each child as an individual, meeting their individual needs. Staff know the children very well and enjoy good relationships with them. There are effective procedures in place to support children with special needs and for children with English as an additional language. Children gain an excellent understanding of the wider community through themes and celebrating different festivals and traditions. Children have access to a very good range of play resources that reflect positive images for example, books and dressing up clothes. Children develop their sense of belonging to the whole school community as they use school hall for weekly activities such as music and movement. They have the opportunity to visit the classroom and meet reception teacher before they begin school. Children's spiritual, moral, social and cultural development is fostered.

Children receive encouraging praise and recognition for their positive behaviour and their efforts, which develops their self-esteem and understanding of right from wrong. Children behave very well, they share toys and resources and show co-operation

with others in their play. They know what is expected of them as they respond to the five-minute warning given by staff at tidy up time.

Partnership with parents is outstanding. An excellent partnership with parents contributes significantly to children's wellbeing within the pre-school. Staff actively seek parents involvement in the setting and with children's learning at home, for example, encouraging parents to provide children with items from home linked to current theme and the reading scheme for older children. Staff ensure all parents know how their children are progressing and developing through termly reports, arranged meetings and verbal daily feedback. Children benefit greatly from this effective communication which contributes to their overall wellbeing. Parents report they are very happy with the service provided.

## **Organisation**

The organisation is outstanding.

Children flourish in an exceptionally well-organised setting. The staff are deployed effectively ensuring children receive excellent support to reach their full potential. Children are very confident and settle well in the pre-school. They freely access an excellent range of toys and activities, within their daily routines, suitable to their age and stage of development. All of the required documentation to support children's health, safety and wellbeing is in place. Staff are very aware of the pre-school policies and procedures and they are confident in their individual roles within the pre-school.

Leadership and management are outstanding. The setting is led and managed by the owner/manager and deputy who are good role models and support the staff well. Staff undertake an induction process and the established appraisal system identifies their individual training and development needs. Staff have a very good knowledge of the Foundation Stage; they confidently apply this in practice to fully support children's learning and development within the pre-school. They evaluate activities and record children's individual achievements. They use the evaluations to plan future activities and identify children's next steps in learning. The manager plays an effective role with the staff in the monitoring and evaluation of the nursery education and is committed to continuous improvement and development. There are very good links between home and the pre-school enabling children to settle well. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to develop documentation to ensure accidents were recorded clearly. Accidents are now recorded appropriately, individual to each child and countersigned by parents to ensure they are aware an accident has occurred. This contributes to children's health and welfare.

At the previous Nursery Education inspection a point for consideration was raised to increase opportunities for children's independence, calculation and associated vocabulary at snack time. Children pour their own drinks and open their own cartons

of milk. They develop their calculation skills and associated vocabulary through a range of well planned activities and everyday practical situations. This contributes to further developing their independence and mathematical skills.

### **Complaints since the last inspection**

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.

There have been no complaints made to Ofsted since the last inspection.

## **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 outstanding. 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**

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

#### **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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)