

Grangewood Pre-School

Inspection report for early years provision

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Inspector Alison Edwards

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Grangewood Pre-school opened in 1964. It is a committee run organisation which is based in the Grangewood Methodist Church, in Wollaton on the outskirts of Nottingham, serving the local community. Children have sole use of the hall and side rooms for play during hours of operation, with access to associated cloakroom facilities. There is an enclosed outdoor area for outside play. The pre-school operates from Monday to Friday during school terms, opening from 8.45 am until 11.45 am. There is a lunch club from 11.45 am until 12.45 pm on Thursdays.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 40 children between the ages of two and eight years of age at any one time, all of whom may be in the early years age range. However, this setting currently only cares for children in the pre-school age range between the ages of 3 and 5 years. It is also registered on the voluntary part of the Childcare Register to care for older children. It receives funding to provide early education to children aged three and four years of age. There are currently 49 children on roll, all in the early years age range. This includes a number of children who speak English as an additional language or with special educational needs and/or disabilities. There are seven childcare staff. Of these, three hold teaching qualifications, and a further four hold recognised early years qualifications at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are good arrangements to promote children's care and development. This enables children to enjoy their time in the pre-school and make good progress in their learning. Staff manage the use of available space and resources extremely well. They build good links with parents and other relevant agencies, so ensuring that they have a good understanding of each child's circumstances and individuality. Staff and managers are strongly committed to the ongoing improvement of the existing high quality of provision, and make good use of internal evaluation and external sources of advice to support this.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review children's environment more frequently in order to make relevant adjustments to further promote their safety at all times, with particular regard to minimising risks of them accessing other areas of the premises
- make more use of observations and assessments to identify and plan for the next steps in each child's development, taking account of their individual interests and needs.

The effectiveness of leadership and management of the early years provision

The pre-school is organised effectively to support children's welfare and development. Systematic recruitment and clearance procedures help to ascertain the suitability of committee and staff responsible for children's care. An induction programme, together with access to an extensive range of regularly reviewed policies and procedures, helps to familiarise new staff with their roles and responsibilities. In addition, all staff have recently updated key training on topics, such as, first aid and child protection. Consequently, staff know what abuse and neglect are, and recognise the pre-school's responsibility to notify the relevant agencies promptly in the event of any concerns about a child, or any allegation of abuse. Required records are used effectively to underpin the safe management of each child's care. These include clear details of individual care and contact information, the nature and treatment of any accidents, and parental authorisation for the administration of any medication. Staff are deployed effectively to ensure that children are supervised well in all pre-school areas. Risk assessment records are regularly reviewed to underpin practical safety precautions. However, there are occasional lapses in arrangements to review the premises as a whole to minimise the possibility of children gaining access to unauthorised areas.

The pre-school works well with parents to meet children's needs. An informative welcome pack, together with a flexible settling-in policy, helps to ensure that new parents gain a good understanding of arrangements for their children's care. Staff work with new families to gain relevant information about each child's initial needs, preferences and abilities, so enabling them to take account of these. Parents are able to talk with staff on arrival or collection, and have access to children's developmental records on request. In addition, they are offered specific opportunities to discuss children's progress with staff approximately termly, helping to support a shared understanding of children's changing abilities. Display boards and newsletters provide useful information about children's experiences within pre-school, together with suggestions for ways in which parents can make links with these at home. Parents are able to develop greater involvement with the pre-school through attending open mornings or through membership of its management committee. They are consulted about significant changes to the provision, such as, changes to opening hours or the introduction of a healthy eating policy. The pre-school has established good links with other early years settings, such as, local schools to which children progress. It works effectively with other professionals to support the identification and inclusion of any children with identified special educational needs and/or disabilities.

Staff and management work cooperatively and supportively together to ensure that children benefit from a continuously improving setting. They work extremely hard to provide very stimulating and varied play opportunities inside and out. They make particularly good use of the outdoor play area to support children's progress across all areas of learning. For example, a very well resourced role play area very effectively promotes children's communication and imaginative skills, whilst children's sustained and purposeful engagement in sand play provides excellent opportunities for them to extend their problem solving and thinking skills. The pre-

school makes effective use of recommendations and guidance from external agencies to develop its practice. For example, it has clarified its procedures for the management of any complaints, and has reviewed ways to more actively promote children's recognition and respect for all aspects of diversity, including gender, ability and age. Staff continuously review the effectiveness of their practice, for example, adapting the layout of toys and resources to more effectively meet the needs of different intakes of children. The pre-school regularly reviews and updates its internal self-evaluation, helping to ensure there are clear targets for further development. It shows a strong commitment to continuous improvement by participation in a range of initiatives to build on the existing high quality of its provision, for example with regard to the further promotion of children's communication and problem-solving skills.

The quality and standards of the early years provision and outcomes for children

Children are consistently confident and relaxed within this welcoming environment. They settle quickly on arrival, readily becoming involved in self-chosen and purposeful play. They develop good relationships with adults and other children, often cooperating and playing sociably together, and also showing good levels of independence when choosing to play individually. There are good arrangements to help children develop good levels of self-esteem and to recognise and accept each others' similarities and differences. For example, children's individual 'self-portraits' are displayed, and staff introduce all children to the basics of simple signing. Consequently, children from different cultures, and with varying individual abilities and needs, play harmoniously together. Staff are consistently calm and positive in their dealings with children, establishing clear expectations for their behaviour and encouraging them to show care and concern for others in their play.

There are strong arrangements to help children develop a healthy lifestyle. Children enjoy choosing from a very varied selection of nutritious snacks, such as, chopped fresh fruit and vegetables. They develop good levels of independence in washing and drying their own hands using liquid soap and paper towels, confidently explaining the need to get rid of germs so that they 'don't get poorly'. Planned experiences enable children to develop their large movement skills both indoors and outdoors, for example, as they crawl through or over tunnels, or as they balance on low narrow beams. Staff carefully monitor the development of children's hand-eye co-ordination as they assess their growing control in using items, such as, scissors and pencils. Children gain an excellent awareness of safety. For example, staff make very effective use of spontaneous learning opportunities to extend children's interest in the role of 'people who help us', such as, fire, police and ambulance services. Consequently, this helps children refine their understanding that 999 is the number to dial if someone is 'in serious trouble' and needs help straight away. Children extend their awareness of safety in the wider community in their imaginative play. For example, they spontaneously identify that there is a fire in their pretend car, and decide that they need a fire engine and a fire hose to put it out.

Staff plan a varied and worthwhile range of adult-led and child-chosen activities,

thereby ensuring that children benefit from a broad and balanced range of experiences. For example, children spontaneously enjoy investigating number sequences as they independently and purposefully organise a 'number line' in sequence. They show good awareness of mathematical language as they talk about estimating the number of apples in a bag. They gain a secure awareness of shape and space as they use containers of different sizes in sand play, or compare their own height with that of a tower of 'balancing clowns'. Children readily use spoken language to talk about their own experiences, and to develop their own imaginative ideas. For example, they build on their own experience of 'going on the bus' to develop a journey for a pretend picnic. Staff introduce them to some simple aspects of letters and sounds in adult-led activities, and children enjoy making up their own spontaneous rhyming combinations, for example, using the phrase 'yellow-bellow' when having a piece of banana at snack time. Children have access to a very varied selection of good quality books, often showing spontaneous interest in looking at these independently or with friends. They develop confidence in their independent writing skills, for example as they take 'shopping orders' in their pretend play. Children enjoy investigating the effects of items, such as, magnifying glasses and colour paddles. They learn about aspects of growth and change as they plant and care for pansies, or observe the changing features of tadpoles. They use blocks and balance beams to design and build race tracks and bridges for toy cars. They begin to gain familiarity with everyday technology as they use items such as tills or phones in pretend play, or as they learn how to use a mouse and keyboard to operate a simple computer game. Children enjoy expressing their own imaginative ideas using materials, such as, paints and crayons, for example as they create a 'city with lots of towers'. They gain confidence in using scissors, tapes and glues as they make their own box models, such as, 'an elephant'.

Children greatly enjoy musical activities, such as, using untuned percussion and dancing to music reflecting different cultures. Staff know children well, and use well organised development logs to track children's progress across each aspect of learning. However, they do not currently make full use of their assessments to clearly prioritise and plan for the next steps in each child's development in order to consistently provide the highest levels of challenge and progression for each individual child.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met