



Grosvenor Community Pre-school

Inspection report for early years provision

Unique Reference Number	EY339272
Inspection date	08 March 2007
Inspector	Jim Bostock
Setting Address	Appletree Gardens First School, Appletree Gardens, Whitley Bay, Tyne and Wear, NE25 8XS
Telephone number	0191 252 3546
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Registered person	Grosvenor Community Pre-School Committee
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Grosvenor Community Pre-school was first registered in 1970. It moved from the YMCA in Whitley Bay to the present premises in Monkseaton, about one mile from Whitley Bay town centre, in 2006. It is registered for up to 16 children aged from two to five years and generally accepts children from the local community. The setting provides funded education for children and receives teacher support from the local authority. The provision is open Monday to Friday, during school term times, from 09.15 to 11.45 and from 13.15 to 15.00 (closed Thursday afternoon). There are three staff and all are qualified to National Vocational Qualification Level 3 in Childcare and Early Years. The provision supports children who have learning difficulties or disabilities and those who have English as a second language. Children have access to a classroom and toilet facilities within the school and to the school grounds for outdoor play. At the time of inspection there were 33 children on the childcare register and, of these, three were receiving funded education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet children's physical, nutritional and health needs. Staff are proactive in helping children gain an understanding of hygiene and a desire to become increasingly independent in their personal care. For example, the children show a good understanding of why they need to wash their hands before snack as they explain that germs would make them ill.

Children have access to drinking water throughout the session and the provision of snacks is excellent. Children demonstrate excellent social skills as they sit together to eat fresh fruit, vegetables, crackers and cheese. They enjoy making their own sandwiches and learn about healthy foods very well. Staff ensure that children's dietary requirements are recorded and respected to keep them safe and healthy.

Children develop and test their physical skills through indoor and outdoor experiences. Staff have a good understanding of each child's stage of development which means the youngest are confident to try out new skills. For example, the two-year-olds are thrilled as they successfully hold the Lycra sheet and bounce the ball around in a group exercise. They enjoy action songs and develop their fine motor control well in craft activities and by using tools to shape and cut play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use risk assessments to reduce potential hazards. Staff have a good understanding of safety issues and help the children to develop an understanding of keeping themselves safe. For example, they talk about not running in the setting for safety reasons. Although there are written procedures for emergency evacuation in the event of a fire, children and staff do not practise them regularly to help develop understanding about staying safe in such circumstances. Children use a good range of high quality toys and equipment that are appropriate for their age and stage of development. Regular communication with parents contributes to children's safety.

Children are very well protected from possible abuse or neglect. Staff attend training in child protection and are fully aware of the types of abuse and the signs to look for. They have a good understanding of the policies and procedures to follow if they have any concerns and give high priority to children's welfare. However, the child protection policies are not effectively shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school and achieve well because staff are skilled and have a good understanding of the age and stage of development of the children who attend. All children arrive happy and keen to participate. Those who are new to the pre-school settle well because staff are sensitive towards their individual needs and the youngest children make good progress because they are well supported. Close and caring relationships increase children's sense of trust and help them to develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions. Children begin to make sense of the world and express their ideas as they join in with a diverse range of interesting activities and experiences. For example, they enjoy playing in the sand tray, making prints, painting, and role play in the playhouse. Children compare textures and comment on what they feel, see and hear.

Nursery Education

The quality of teaching and learning is good. Children make good progress because staff have a good knowledge of the Foundation Stage. Staff assess children's skills, interests and needs and build on this information to help them achieve as much as they can. However, this process does not involve the parents from the start of the child's attendance which means that valuable information is not sought or used. Staff use good questioning to challenge the children's thinking and the use of effective systems to observe, monitor and record children's achievements helps them to identify the next steps in their learning. They provide a very good range of interesting, well planned activities that cover all areas and have clear intended learning outcomes. Children have access to a wide range of well chosen resources to support their learning.

All children are eager to learn, self-assured in their play and confident to try new experiences. They listen intently to stories and recognise and talk about the characters in stories. They demonstrate good language skills at discussion time. For example, they confidently talk about the letters being posted through the door in the playhouse. All children use marks readily to represent their ideas and older children are very adept at writing their own names. Children are very imaginative. They act out both real and imagined experiences, creatively using one object to represent another during role play. They create individual artwork, such as paintings, and sing songs regularly.

Children work well together. For example, they readily engage in tidying up the play area at tidy up time. They gain confidence in using number in their play as they count regularly, recognise numbers, use comparative language, such as light and heavy. Their understanding of the wider world develops through a wide range of experiences. They take an active part in celebrating festivals, such as Chinese New Year, where they use chopsticks to eat and make dragon posters. They demonstrate good physical skills as they move confidently around the premises and skilfully use a range of large and small equipment and tools. However, the access to the outdoor area is not effectively promoted to ensure children have regular outdoor experiences.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Staff have had training and experience in caring for children with disabilities and there are effective plans in place to ensure children will be fully involved and supported. Children with English as an additional language are appropriately supported. Children's behaviour is excellent. Staff support the younger children in sharing and turn taking. They have high expectations and set consistent boundaries for the three to four-year-olds which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is fostered as they respond to gentle reminders to take care of the pre-school resources and each other.

The children have good opportunities to learn about their local community and the wider world through activities, toys and playthings available to them. They develop positive attitudes about difference and diversity by celebrating festivals, such as Chinese New Year, and have many books, figures and dolls that show positive images of difference. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents is satisfactory and contributes to children's well-being in the pre-school. Parents have good information about the setting and express very positive comments about the staff and the care and progress of their children. However, information about the progress of their children is not effectively shared as parents have little access to individual files and their views about their child's development are not used to inform the assessment process.

Organisation

The organisation is satisfactory.

Staff demonstrate their commitment to the ongoing development of the setting. All the staff have completed the National Vocational Qualification Level 3 training, which ensures that children are cared for by staff with knowledge and understanding of child development. Staff are keen to attend further training and have identified training for the forthcoming year. The staff form a happy and effective team, who have defined roles and offer a good range of well resourced activities which capture children's interest. They provide a happy, caring environment for children.

The organisation of the pre-school is sound which means the sessions flow well. Close monitoring of the group sizes and staff deployment contributes to children's safety, enjoyment, achievement and ability to take part in the setting. Although there are generally clear procedures and policies to support staff in working in partnership with parents, the policies for induction, staff recruitment, complaints, and lost or missing children, are not up to date. All legally required documentation which contributes to children's health, safety and wellbeing is in place.

The leadership and management of the setting is satisfactory. The committee members are experienced and motivated. Regular communication in the form of meetings and discussions ensures that all parties are well informed. Staff have a sound awareness of the 'Curriculum

guidance for the foundation stage' and how to apply this in practice to support children's development. However, the committee oversight of the provision, and the procedures to monitor the effectiveness of the setting in meeting the early learning goals, are not fully in place. This affects the ability of the staff to provide a fully effective service to those children receiving funded education.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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):

- develop staff and children's knowledge of fire safety by regular practice of the emergency evacuation procedure.
- develop the policies and procedures in relation to complaints, lost or missing children, staff recruitment and staff induction

The quality and standards of the nursery education

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

- develop parent involvement in the assessment of children's progress and their access to development records
- develop the system to monitor and evaluate the effectiveness of the provision towards meeting the early learning goals.

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