

# Grange Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	118182
<b>Inspection date</b>	02 November 2007
<b>Inspector</b>	Christine Bonnett
<b>Setting Address</b>	Grange School, Church Gardens,, Ealing, W5 4HH
<b>Telephone number</b>	mob 079 4650 2235
<b>E-mail</b>	
<b>Registered person</b>	The Trustee's of Grange Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Grange Pre-School is managed by a voluntary management committee made up of parents and carers of children at the pre-school, and is a registered charity. It opened in 1993 and operates from a converted building within the grounds of Grange Primary School, South Ealing, in the London borough of Ealing. A maximum of 24 children may attend the pre-school at any one time. It is open each weekday from 09:15 to 11:45, term time only. Children have access to a secure enclosed outdoor play area.

There are currently 31 children aged from two years to under five years on roll. Of these, four children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports children with learning difficulties and/or disabilities, and those who speak English as an additional language.

The nursery employs five staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children enjoy the café style system that is in place to provide snacks. They exercise their independence by choosing when they would like to sit down for their refreshment. Staff monitor the children to ensure that no one misses out on their snack. Fresh and dried fruit are offered each day, with water to drink. Although children are encouraged to pour their own drink, the fruit is prepared by staff in the kitchen area, and also served by them. Consequently, children do not have the opportunity to help with the preparation or serving of their food.

Although the hall is generally maintained to a satisfactory standard of cleanliness, one carpet is very badly worn with thread-bare patches and ground-in dirt. This poses a health hazard to children while they sit on it and play. The toilets are suitably maintained and clean. Children learn self-care skills as they are reminded to wash their hands at appropriate times during the session. They are also beginning to understand why this is important to their health, as they talk about washing away germs.

First aid qualified staff are on the premises at all times, and effective procedures are in place to manage accidents and administer medication. Children also benefit from opportunities for physical exercise. They enjoy running around in the small playground, and also scrambling and tumbling over the foam shapes and ball-pool.

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

The provision is satisfactory.

Children's safety and welfare may be compromised as staff have limited understanding of child protection matters. Although all staff recognise that the wellbeing of children is paramount and any child protection concerns must not be ignored, they are unclear about the reporting procedures and how investigations are managed.

Children benefit from the bright and welcoming environment provided for them. Children's art work and posters decorate the walls, and activities are appealingly displayed. Children's independence is promoted as children are able to self-select play materials from open fronted shelving.

Children's safety is important to staff. Risk assessments are carried out on all areas of the premises and equipment to make sure children are not exposed to obvious danger. Fire exits are clearly marked and unobstructed, and fire drills are held regularly to ensure the safety of children in an emergency. Staff implement appropriate security measures to make sure that no-one can enter the hall uninvited, or children leave unseen.

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

The provision is good.

Children enjoy the time they spend at the pre-school. Upon arrival they independently set about choosing an activity from the varied range offered to them. Stimulating and fun activities for the younger children are planned using the Birth to three matters framework to support their learning. Children interact well together and use their imaginations well as they make-up

their own games in the home corner. They also particularly enjoy familiar songs and rhymes as they join in enthusiastically.

Children's sense of security is strengthened as they establish positive relationships with staff who are always pleased to see them and treat them with warmth and kindness. Plenty of praise is also given to enhance children's self-esteem.

### Nursery Education

The quality of the teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and how to deliver the curriculum effectively in most of the learning areas. They understand that if an activity is well resourced and delivered, all the six areas of learning can be incorporated. For example, the children had great fun playing with jelly on a table. Staff supported children to make it the previous day, then encouraged them to feel the texture and to smell it. Vocabulary was promoted as the children described the texture and temperature of the jelly, and physical development was covered as the children squashed and rolled it. However, some gaps in the planning and delivery of the curriculum are evident. For example, children do not have routine daily access to writing, drawing and painting activities to enable them to sufficiently develop their hand-eye co-ordination and begin to make meaningful marks. Also, children have limited opportunities for creative free expression in the form of responding to music with large movements or building three dimensional structures.

Children are observed, and their attainments noted. The findings are evaluated and the information gained is used to plan the next step in the learning programme for each child. Children are confident learners, and are curious and happy to try new experiences. The level of challenge in the activities is sufficient to interest most children and to enable them to make satisfactory progress.

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

The provision is good.

Children are learning to have respect for, and an understanding of, a range of faiths and cultures different to their own. A variety of resources that reflect diversity are available, and festivals such as Christmas and Diwali are acknowledged. Staff are good role models as they show respect to the children and treat each one as an individual, thereby enhancing the children's confidence and consideration for others.

Children with learning difficulties and/or disabilities are well supported at the group. Each child's individual needs are known, and staff work with the parents and all other professionals involved to ensure they are met, and the child fully included in the life of the group.

Children's behaviour is very good because they are busy and interested throughout each session. The behaviour management policy focuses on the use of positive strategies to manage any unacceptable behaviour that may occur, and staff understand and implement it effectively. The partnership with parents and carers of children who receive nursery education is good. They are welcome to see their child's progress file at any time, and detailed information about the Foundation Stage is available for them to consult. In addition the development plans for each child are also available for their parents to discuss on request. All children profit from the effective partnership the group establishes with parents. They are warmly welcomed each day and encouraged to share all relevant information about their child with the staff to promote consistency of care. Parents are also invited to use the comments book to make suggestions,

and are made aware of the complaints procedure. Regular news letters and the notice board also help to keep parents well-informed. Children's spiritual, moral, social and cultural development are fostered.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The manager gives clear messages to her staff about her expectations for the group, and constantly strives to build upon good practice and keep up-to-date for the benefit of the children. Weekly staff meetings are held to ensure they are well-supported and understand their duties and responsibilities. Robust recruitment and vetting procedures are in place to make sure children are well protected and cared for by staff with relevant qualifications and experience.

Children's health and welfare are promoted as all the required documentation is in place. However, information about the hours and days of attendance of both children and staff are recorded on several different documents. This could cause confusion, and jeopardise safety in the event of an emergency.

Children receive good support within a well organised environment that promotes their wellbeing. They are able to make choices about what they play with, and grow in confidence and self-esteem. In addition, children benefit from the good working relationship staff enjoy with the parents. They share all relevant information with them, and involve them in the life of the nursery. Therefore, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school was required to enhance the safety of the children by improving the accuracy of record keeping, and amending the child protection policy and the complaints procedure. The children's attendance register now contains the full name of each child, and their hours of attendance. The child protection procedure now includes details of the procedure to be followed in the event that an allegation of abuse is made against a member of staff. The complaints procedure has been amended, and now includes the contact details of the regulator to ensure parents are aware of to whom any concerns about the group should be addressed.

Recommendations were also made at the last inspection to improve the nursery education programme. The mathematics programme has been enhanced. Maths is used routinely throughout the day, for example, counting the number of children present. The introduction of a nature table now enables children to learn about the natural world. Children are now learning about their bodies and staying healthy. They talk about how fruit is 'good for you', and what clothing needs to be worn to keep warm.

The group was also asked to enhance the literacy and creative programmes. These areas still require improvement, and further recommendations have been made.

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

Since the last inspection 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 satisfactory. 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 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):

- ensure the flooring is maintained to a suitable standard of cleanliness to prevent the risk of cross-infection.
- review the routine for refreshments to ensure that children's independence is promoted in all areas
- ensure all staff attended child protection training to up-date their knowledge and clarify the procedures to safeguard children
- consolidate the systems for recording the attendance of the children and staff to assist their safe evacuation in the event of an emergency.

#### **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):

- continue to develop the programme for creative development to enable children to explore and create form in two and three dimensions and to encourage children to explore sound in dance and movement
- enable children to have routine access to drawing, painting and writing materials to enable them to understand that marks have meaning.

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](http://www.ofsted.gov.uk)