

Grange Park Pre-School

Inspection report for early years provision

Unique reference number EY285845
Inspection date 25/09/2008
Inspector Andrea Ewer

Setting address Grange Park Community Centre, School Lane, Grange Park,
Northampton, Northamptonshire, NN4 5FZ

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Grange Park Pre-School was first registered in January 2003 under the name of St Benedicts Pre-School and is registered on the Early Years and Compulsory part of the Childcare registers. It operates from the Community Centre in Grange Park on the outskirts of Northampton. The pre-school area is self-contained within a shared building. A maximum of 48 children from two to under five years may attend the pre-school at any one time. There are currently 98 children on roll.

The pre-school is open each weekday during school term times from 9:00 to 11:30 and from 12:15 to 14:45. Care is provided in two rooms and children share access to a securely enclosed outdoor play area. Children attend from Grange Park and surrounding villages. The pre-school currently supports children who speak English as an additional language and children who have learning difficulties and/or disabilities.

The pre-school employs 14 staff, eight of whom hold appropriate early years qualifications.

The setting receives support from a local authority advisory teacher and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage make satisfactory progress in their learning and development and some aspects of their welfare. Overall, they benefit from an inclusive environment. The satisfactory partnerships with parents ensures most children's individual needs are met, however, occasionally not enough information is obtained about children to support staff to plan and provide for children and ensure their needs are met. Safeguarding procedures are not robust enough to ensure children are protected from harm. Although there is some use of evaluation, the system is not detailed enough to show what is being done well and identify areas to be developed and risk assessments lack detail.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to improve the provision for children's welfare, learning and development, ensuring parents and staff are meaningfully involved in the process
- ensure there is a named designated person to take the lead for behaviour management and that they attend appropriate training to provide guidance to other staff and access expert advice if ordinary methods are not effective with a particular child
- develop understanding of the responsibilities regarding the requirements for recording complaints
- keep a record of risk assessments, clearly stating when it was carried out, by

whom, date of review and any action taken following a review or incident.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve vetting procedures to ensure adults caring for children or having unsupervised access to them, are suitable to do so 31/10/2008
- ensure there is a designated person to take lead responsibility for safeguarding children and that they attend appropriate safeguarding children training 31/10/2008
- ensure staff have sufficient information about children to enable them to plan and provide appropriate care and learning opportunities that meets their individual needs. 31/10/2008

The leadership and management of the early years provision

All records, policies and procedures required for the safe and efficient management of the pre-school are in place, confidentially maintained and shared with parents appropriately. Some regulatory policies are not fully understood and therefore, potentially not implemented correctly and the written risk assessment lacks detail. The limited use of self evaluation reduces the pre-schools ability to identify what is being done well and areas to be developed, however, they have addressed all recommendations from the last inspection satisfactorily.

Although there is a written safeguarding children procedure that complies with local safeguarding children's board procedures and staff have a satisfactory understanding of the signs and symptoms of child abuse, safeguarding procedures are not rigorous enough to make sure children are protected from harm. References are not consistently followed up to assess the suitability of new staff to have unsupervised contact with children. The designated member of staff with responsibility for safeguarding children, has not attended appropriate training to make sure they are able to support other staff to implement procedures correctly. This potentially compromises children's welfare and safety.

Overall, children benefit from a fully inclusive environment where they feel valued as individuals. Parents complete an 'All about Me' booklet which provides relevant information about children that enables staff to provide care and activities that meets their individual needs. For example, staff spend additional time with children who are learning to speak English and learn simple words in the child's home language. This helps children feel valued and subsequently they quickly learn to understand and become confident speaking English. At times, not enough information is obtained about children to enable staff to plan suitable care and activities for them.

The pre-school has satisfactory relationships with parents and carers who say they find staff friendly and approachable and they receive regular information about

their children. The pre-school is developing partnerships with others delivering the Early Years Foundation Stage to children who attend, including primary schools and other pre-school providers who share children's care. For example, they share behaviour management strategies with the reception class teacher to provide a consistent approach to children.

The quality and standards of the early years provision

Children are cared for in a welcoming environment which is well resourced and organised to promote their independence. They confidently choose what to play with from the range of activities set out, select additional resources to develop their play and ideas and choose whether to play indoors or outdoors for most of each session. Staff are deployed effectively and the premises are secure which ensures children are properly supervised and protected from unknown visitors and other potential dangers.

Overall, children have good opportunities to make progress in their learning and development. Staff plan and provide a stimulating range of activities around each of the six areas, that meets their learning and development needs well, given their starting points and abilities. Staff share information about children during weekly planning meetings which helps to make sure all staff are aware of the next steps for individual children, including those who have or may have learning difficulties and/or disabilities. Staff move around the rooms to support children's learning and use a variety of teaching methods to ensure children are challenged to achieve their potential.

Children's welfare is promoted well. They start to learn about good hygiene practice as part of daily routines and appropriate procedures are in place for children who are ill which helps to prevent the spread of cross-infection. Children learn to make healthy choices about what they eat during snack time and freely access drinking water throughout sessions. They have regular access to outdoor play where they benefit from fresh air and exercise. They run around with their windmills, push and ride wheeled toys which helps to build their large muscles and improve control of their bodies.

Children behave very well because they know what is expected of them. They purposefully engage in meaningful activities with effective and sensitive support from staff. Children learn to share and take turns and are considerate to each other as they build friendships with their peers and share warm, caring relationships with staff. They develop a positive self-image as they have regular access to a suitable range of resources that reflects themselves and people of other races, religions, abilities and cultures.

Children enthusiastically participate in communication, numeracy and communication technology activities which contributes effectively to their future economic well-being. They freely access computers where they confidently operate simple programmes, regularly participate in mark making activities and look at books for enjoyment. Children solve problems as part of everyday activities such as how they will make their windmills and how they will make the windmill work.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.