

Little Gregs

Inspection report for early years provision

Unique reference number EY376394
Inspection date 25/11/2008
Inspector Sally Wride

Setting address St. Gregory's Primary School, Avenue Road, STRATFORD-UPON-AVON, Warwickshire, CV37 6UZ
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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

Little Gregs Pre-School opened in 2008. It is situated in the grounds of St Gregory's Catholic Primary School in Stratford-upon-Avon, Warwickshire. The pre-school building is purpose built and the setting also has use of facilities in the main school building including the hall, the music room and additional toilet facilities. The setting serves the local area and has direct links with the school and other local providers. There are fully enclosed play areas available for outdoor play.

A maximum of 32 children may attend the setting at any one time. There are currently 45 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 27 children receive funding for early years provision. The setting also offers care to children aged over five years to 11 years as part of the extended hours out of school facility. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school opens five days a week during school term-time. Both sessional and full day care are offered. Sessions are from 09:00 until 12:00 and 13:00 until 15:30. Children are able to bring a packed lunch and attend lunch club from 12:00 until 13:00. Full day care is available from 09:00 until 15:30. Children are able to attend for a variety of sessions. The setting also offers an after school facility for pupils of the school. The out of school club opens each weekday during school term-time from 15:15 until 18:00. The setting currently supports children with learning difficulties and/or disabilities and who speak English as an additional language. The provision is easily accessible with full disabled access and facilities.

The setting employs 10 members of child care staff, all of whom hold appropriate early years qualifications. There is one member of staff who holds the Early Years Professional Status qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children thrive in the welcoming care environment, are very happy and settled. They are extremely well supported in line with their individual needs and make excellent progress in all areas of their learning and development. With the exception of a minor weakness, children's welfare is promoted with success. Strong working relationships between staff, children's parents and carers and other professionals ensures a fully inclusive provision in which every child's unique needs are well known and catered for. The provision is continuously evaluated and detailed plans for the future are in place, demonstrating their capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of natural resources in the outdoor learning environment.

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

- improve systems for obtaining necessary information from parents with regard to information about who has legal contact with the child and who has parental responsibility for the child for every child.
(Safeguarding and welfare)

22/12/2008

The leadership and management of the early years provision

The quality of the setting's self-evaluation demonstrates an outstanding understanding of the strengths of the early years provision. It clearly recognises and plans for areas requiring further development. Staff, parents and children are actively encouraged to share their views of and wishes for the provision and these are considered. Ongoing staff appraisals link directly to the setting's future action plan, with all staff involved in ensuring that any changes made are successful. Effective recruitment, vetting and induction procedures ensure that children are cared for by safe, suitable and knowledgeable staff. Opportunities for staff to further extend their professional knowledge through access to training are excellent.

Children's welfare is safeguarded through effective child protection policies which reflect Local Safeguarding Children Board (LSCB) procedures. All staff have a solid understanding of the known indicators of child abuse and also of the action that should be taken in the event of a concern about a child in their care. However, whilst staff verbally obtain necessary information from parents, with regard to information about who has legal contact with the child and who has parental responsibility for the child, this is not sought in written form. All other policies, procedures and documentation required for the safe and efficient management of the setting are well maintained. Quality and effective risk assessments are used appropriately to ensure that positive action is taken to manage or eliminate risks.

Children with learning difficulties and/or disabilities receive excellent levels of support, which ensures they are actively involved in the life of the setting. Their unique needs are very well known by staff, who adapt activities to ensure that all children are able to participate at a rate best suited to their individual stages of learning and development. Excellent relationships have been formed with other professionals and providers delivering the EYFS. Appropriate information is shared which ensures progression and continuity of learning and care for children.

The quality and standards of the early years provision

Children make exceptional progress in their learning and development in all six areas of learning. A comprehensive and continuous system of observation, assessment and planning ensures that all children are developing extremely well through a vast range of exciting and stimulating activities. These are delivered in line with their unique learning and development needs, which ensures that every child is supported to achieve their potential. Parents and carers are actively encouraged to become involved with their children's learning. They are welcomed to spend time with their children within the setting and receive a wealth of relevant information. Children benefit from the care of enthusiastic and motivated staff who actively engage with children and involve themselves in their play. They implement excellent suggestions into children's play to encourage their thinking and extend their knowledge and understanding of the themes that they explore and all six areas of learning. For example, exploring shadows that can be made using templates and torches under dark material. Children behave extremely well, happily share and take turns with their peers and use their good manners without prompt. They are confident and develop their independence as they make self-selections about what they would like to play with.

Meaningful activities throughout the course of the year help children to develop an understanding of the wider world and the needs of others. For example, they create Mehndi patterns and explore activities linked to the Paralympic games. Children relish opportunities to sing as part of a group to practise their Christmas songs. Staff explain the meanings of the songs in age-appropriate ways to ensure that children develop an understanding of the true meaning of Christmas. They love exploring the different sounds that they can make using a range of musical instruments and confidently move their bodies to act out action rhymes. They develop an understanding of the importance of warming up their bodies before exercise as they stretch and cool down. Outdoors children enjoy their play area, which is currently under development. They pedal wheeled toys and use their senses as they explore a developing range of natural resources. Children enjoy healthy meals, snacks and drinks and their individual dietary needs well known by staff. They learn about the importance of good hygiene practice as they wash their hands at appropriate times.

Children's problem solving, reasoning and numeracy skills are developing extremely well as staff thread mathematical understanding into many activities. Children demonstrate awe and wonder when questioning different aspects of the natural environment. For example, asking why leaves fall from the trees and how new leaves grow. They use their imaginations very well as they take on different roles such as fire fighters, in the superbly resourced role play area. Their understanding of safety is developed as they practise the actions that should be taken in the event of a fire and in discussions about fire danger. Children go out for walks with staff and learn about the importance of road safety when they cross the road. Their skills for the future are developing extremely well as they gain confidence with their writing and in the use of computers and electronic toys.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

The provider confirms that the requirements of the voluntary 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 registration.

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.