

# Grindleford Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	206778
<b>Inspection date</b>	16/06/2009
<b>Inspector</b>	Jill Lee
<b>Setting address</b>	The Bishop Pavilion, Main Road, Grindleford, Derbyshire, S32 2JN
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<b>Email</b>	
<b>Type of setting</b>	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 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).

## Description of the setting

Grindleford Pre-School opened in 1975. It is managed by a management committee and operates from the Bishop Pavilion in Grindleford. There is ramp access to the building. The pre-school serves the local rural community and children attend a variety of sessions.

Children have use of one main playroom and access to a secure outdoor play area. The pre-school is registered to care for a maximum of 24 children at any one time. They are currently caring for nine children aged from two years to four years old. The pre-school operates each weekday, except Thursday, during school term time only, and sessions are from 9.30 to 12.30.

There are three staff employed to work directly with the children, two of whom hold an appropriate early years qualification and one is working towards this. The pre-school receives support from the Local Authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children love attending and enjoy well planned, varied and interesting play experiences, so that they make sound progress in all areas of learning. Staff observe children effectively, but do not fully exploit the knowledge gained to plan enhancements to their independent learning. Organisation of the core environment does not sufficiently reflect children's interests, or consistently present opportunities to challenge and extend learning. Positive partnerships with parents and other providers help to promote continuity of care, ensuring all children are included and their needs met. Staff access appropriate training opportunities and use regular meetings well to reflect upon their practice, but ongoing self-evaluation does not yet consistently contribute to planning for improvement. Children's safety and well-being are mostly promoted well.

## What steps need to be taken to improve provision further?

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

- link observations more directly to planning, so that enhancements to the daily environment and staff interactions reflect and extend children's learning
- re-evaluate resourcing and choices in the daily core environment, both indoors and out, and monitor the impact of routines, to increase the challenge in children's independent play
- develop clearer systems to support ongoing evaluation of practice and help promote continuous improvement.

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

- ensure changes, specifically to membership of the
- 23/06/2009

management committee, are notified to Ofsted as they occur (Suitability of adults).

## **The leadership and management of the early years provision**

Staff show high levels of energy and commitment, in a setting where the bright, engaging environment is recreated daily in a shared building. Leadership of the pre-school is very positive and the management committee is active and supportive. This is helping staff to embark enthusiastically on the process of reflecting upon and reviewing the quality of their childcare practice, working in close partnership with the Local Authority to implement change. Staff appraisal is used to identify development needs, so that staff access appropriate training opportunities. Weekly staff meetings help staff to share concerns about individual children, and contribute to planning to meet their individual needs. Systems to evaluate practice are currently very informal, and do not yet effectively support staff in monitoring their effectiveness in promoting the outcomes for children, or in systematically identifying areas needing improvement.

Required policies and procedures are in process of being fully updated to reflect the Early Years Foundation Stage, so that children's welfare is fully promoted. Staff have a satisfactory awareness of their responsibility to safeguard children and clearly understand the requirements of the Local Safeguarding Children Board. Recruitment processes are sound and staff suitability records are maintained appropriately, but due to some confusion, recent changes to the membership of the management committee have not been clearly notified to Ofsted as required. Staff deployment fully supports the safe supervision of children, enabling them to use both the indoor and outdoor environments freely. Risk assessments are appropriately considered and are monitored routinely, helping to keep children safe in all activities.

Staff are very well informed about children's home experiences, and place emphasis on learning about their backgrounds and starting points as they settle in. Parents liaise closely with the child's named key person, to share interests and 'All about me' information. They receive a weekly e-mail, with information about planned topics and how they can contribute. They are invited to look at their child's records and are encouraged to complete a home observation sheet to link home and pre-school experiences. Children's progress is shared via daily dialogue and regular planned meetings with parents. Where additional learning needs are identified staff seek appropriate external support, if required. Close working links are established with a wide range of other professionals, for example, staff attend local network meetings, have good links with the local school and are developing links with childminders and other pre-schools. This enhances continuity and transitions for children, and helps to ensure any developmental concerns do not present barriers to their progress.

## **The quality and standards of the early years provision**

Children are very happy and confident in their play. The environment, both indoors and out, is organised to encourage children to engage independently in activities of their choice and there are well planned activities in all areas of learning. Planning of activities is based around continuous provision, although staff have not fully evaluated what constitutes 'core' resourcing, and stored resources are not accessible to children. Also, routines, like planned group time and snack, interrupt children's free play and some activities are cleared away part way through the session. This limits the choices freely accessible to children, to encourage independent exploration and the opportunity to return to and extend activities.

Staff observe children in a range of ways and have developed a clear system to monitor progress towards the early learning goals. They are developing confidence in using their observations of children's interests to inform planning, and there are clear learning objectives in planned activities. However, they are not yet fully maximising the knowledge gained from observations to plan for next steps in children's learning. They do not actively reflect children's interests through the enhancements to the daily environment, which means that planning is rather adult led. Staff demonstrate good knowledge of what children know and can do, which effectively supports their interactions with children as they play and helps consolidate learning well. Staff are clearly aware of the learning opportunities in all areas, but good observations are not exploited to extend children's ongoing interest, increase opportunity for challenge within daily routines or promote independent learning. Planning for group times does not always clearly consider differing needs, so that children are fully engaged and interactive.

Children communicate very confidently, describing what the cooked lentils feel like and explaining the rules of the fairground games to each other. They write for real purposes, as they record their 'guess' for the name of the teddy. They listen attentively to their favourite stories, learn to recognise and write their name, and show interest in rhymes and letter sounds at group time. They count and learn to recognise numbers, as they score points for the skittle and hoop-la games. They count how many are on the register, to check the numbers for snack. They solve problems, as they construct a boat with large blocks, wearing helmets and using hammers, tape measures, sellotape and string. Children design and make their own face masks and flags for the carnival. They explore their own creative ideas, as they paint string onto a long mural outdoors. Their imagination is nurtured well, as they enjoy carnival time, visit the fair and turn their boat into a den. Activities are planned to help children to be aware of different celebrations, to try out foods from other countries and learn about the wider world.

Children are praised frequently and develop a good understanding of expected behaviour. They talk over the 'golden rules' at group time, and share achievements noted in the 'treasure box'. They develop a good sense of self-esteem, learn to take turns and share well. They become very familiar with routines, help to tidy up and love to volunteer as 'busy bees', helping to set the tables and prepare snack. Staff reinforce the importance of being healthy, as children play in the fresh air each day and enjoy lots of exercise. They eat healthy snacks and begin to learn about the importance of a healthy lifestyle. Staff actively promote children's

awareness of safe practice, like walking carefully with scissors and why they must not throw toys, so that they begin to take responsibility for their own safe behaviour.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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

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