

# Arden Grove Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY292310
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Jill Bavin
<b>Setting address</b>	Arden Grove First School, Arden Grove, Norwich, Norfolk, NR6 6QA
<b>Telephone number</b>	01603 404553
<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 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).

## Description of the setting

Arden Grove Pre-school was registered in 2004 and operates in a classroom within Arden Grove Infant and Nursery School. It is situated on the outskirts of Norwich and serves the local community. A maximum of 20 children may attend at any one time. The pre-school is open each weekday from 09:00 - 11:30 during school term-time only. All children attending have use of the school hall during designated times. There is constant access to a secure designated outside area.

There are currently 33 children aged 2 to under 4 years on roll. Of these fourteen children receive funding for nursery education. The pre-school currently supports children with special educational needs and is able to support children who speak English as an additional language, although there are none currently. Adults and children with disabilities have satisfactory access to the building because the outside area and the pre-school room are on one level.

The pre-school employs six staff. Five of the staff, including the supervisor, hold appropriate early years qualifications. The setting is on the Early Years Register. There are no partnership arrangements with other pre-school settings.

## Overall effectiveness of the early years provision

Arden Grove pre-school gives children a good start to their education. Children thoroughly enjoy their time here because the provision is well led and managed. Everyone is committed to doing their best for the children. There have been significant improvements since the previous inspection and the pre-school is in a good position to improve further. Staff work hard and successfully to ensure that all children are fully included in all activities. They work effectively with other professionals to ensure good support for children with additional needs. Children are protected well because welfare requirements are met fully and staff are vigilant regarding children's safety on a day-to-day basis.

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

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

- help staff to focus on learning intentions when children have initiated an activity by making next steps more consistently precise
- provide activities and resources to reflect cultural diversity more regularly
- support all areas of learning with more regular and consistent access to large construction equipment outside.

## The leadership and management of the early years provision

Good leadership and management have driven several significant improvements on many fronts since the previous inspection. For example, there is far more

information shared between parents and pre-school staff than previously. The parents spoken to appreciate this and are very pleased with the progress their children are making.

All policies are now up-to-date, reviewed regularly, and all staff are aware of the procedures they need to follow. This helps to protect children securely. Staff have attended several training courses and have developed their understanding of the latest national guidance for provision for young children. This means they are meeting children's individual needs effectively. Because staff are better informed than previously they are increasingly evaluating what they are doing and seeking ways to continue to improve. For example, they recognise that they want to reduce the amount of adult planning and respond even more than they do already to children's interests as they arise. Currently they are discussing how to do this while ensuring that they promote next learning steps for each child. This level of discussion demonstrates a thoughtful and well-informed approach to meeting children's needs.

The pre-school reaches out to other professionals to benefit the children. Staff are keen to take advice from specialist professionals in order to ensure they are doing all they can to help children with additional needs. Pre-school staff join other local pre-school settings for training events, which broadens their professional discussions. The chair of the pre-school is also a governor for the nursery and infant school. This provides an invaluable link between pre-school and school. This situation means that adults are working together for the good of the children and this successfully eases their smooth transition into the school Nursery.

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

Good teaching and support mean that children make good progress across the areas of learning. Staff know children very well, they record their achievements and they keep conscientious observations of how well children are doing. This helps adults to make sure their expectations of children are well-suited to their needs. However, not all 'next steps' are equally precise, and therefore not so easy for staff to promote in every activity as it arises. Children learn to use language and literacy successfully because of good provision and teaching. For example, children become accustomed to attributing meaning to pictures through countless games and activities, as well as sharing books with an adult. Similarly they become increasingly aware of words because important items, such as 'water', are clearly labelled. They identify their names at the start of every session and again every time they want to join the snack table, by moving their name card to a new position. Staff use questioning skilfully to help increase children's vocabulary and engage them successfully in conversation to encourage them to develop their ideas verbally. The parents spoken to felt this was a particular strength of the provision. Children learn mathematical concepts effectively because staff are good at using mathematical vocabulary in situations that are relevant to the children. For example, adults encourage them to think and talk about size and shape during snack time, or through an activity about shoes and socks. When a child drew a car he was given the opportunity to count the wheels and decide what shape they were.

Another strength is the extent to which children develop personally and socially. Parents remark on how rapidly children become more adept at dressing and undressing and putting 'wellies' on the correct feet. This is because staff, while kind and supportive, do not do too much for children, but consistently as a team they encourage children to become increasingly independent. Children make good progress in sharing space, resources and adult attention. They learn to share when they are having a snack, because invariably there is more than one child sitting at the table. They learn how to approach each other appropriately. During the inspection visit two children shared the computer and keyboard amenable when one sensitively joined the other. They learn effectively about eating healthily because their choice of snack is a careful balance, for example of pieces of fruit and vegetable with different breads or breadsticks.

Children behave, concentrate and persevere well. Their access to the outside play area is exceptional. Even when there are heavy rain or snow showers a member of staff is on hand to support any child wanting to work outside. There is a good variety of small and large equipment outside that supports all areas of learning effectively, but especially children's knowledge and understanding of the world and their physical development. Children learn how to control large movements when throwing a large ball into a net, as well as steering wheeled toys without collisions. The space is also used for children to continue to learn through exploring texture and using tools in sand, experimenting with sounds and different materials and continuing to make marks using crayons. There are good opportunities for children to learn about the natural world by planting bulbs and digging soil. However, there is not regular access to large construction equipment to support all areas of learning, and give children experience of weight and balance. Although staff have broad plans to give a particular theme or focus to each week, such as 'sleeping and going to bed', they are increasingly trying to relinquish these and become even more flexible in order to respond to children's interests as they emerge. There is a good variety of resources available and accessible to children, which helps their independence and growing confidence by enabling them to exercise independent choice. However, there is not equally ready access to resources and possible activities that reflect cultural diversity and therefore children's experience in this way is not sufficiently extended.

Pastoral care and children's welfare are very important to all staff. Children are well cared for whether they are working inside or outside. This contributes to their confidence and willingness to learn. For example, children are happy to select an activity, such as the inside tap and water, climb onto the child's step and reach for the tap with assurance because they have learned to do this safely. Equally they are happy to approach an adult for help, trusting that they will be encouraged and supported. Children are kept safe in many ways, including the implementation of health and safety policies.

In this safe secure and stimulating environment children have fun and learn well. With their good progress socially and personally and their effective acquisition of key skills, they are well prepared for the next stage of their education.

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

### Leadership and management

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

### Quality and standards

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

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

## **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.