

The Grange Pre-School

Inspection report for early years provision

Unique reference number 116829
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Inspector Doreen Forsyth

Setting address The Grange Free Church, Circuit Lane, Southcote, Reading,
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Type of setting Childcare on non-domestic premises

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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).

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.

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Description of the setting

The Grange Pre-School was registered in 1989. It operates from two rooms in the Grange Free Church at Southcote in Reading, Berkshire. There is a large enclosed area for the children's outdoor play.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for up to 40 children aged between two and under eight years old. Currently there are 53 children aged between two and five years old on roll this includes 44 children that are in receipt of government funding for free nursery education. The pre-school is open weekdays during school term times. Sessions are from 08.50 until 11.50 and then from 12.20 until 15.20 there is a lunch club available each day. The pre-school welcomes children that may have special educational needs and/or disabilities and those children that speak English as an additional language.

There are 12 members of staff that work with the children; of these six have relevant qualifications at level two and three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children, whatever their backgrounds, are made welcome at the pre-school; the setting supports each child and ensures no child is disadvantaged. All of the children are helped to make appropriate progress in their learning through a range of suitable play activities. Their welfare needs are suitably met; the setting strives to meet any special educational needs that the children may have. The pre-school has made good progress since its last inspection; there are effective processes in place for self-evaluation. The setting now has an accurate understanding of its strengths and weaknesses and the management have put into place many steps to improve the provision that is offered.

What steps need to be taken to improve provision further?

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

- link the observations and assessments made on the children's development to the early learning goals so that their progress towards them is closely monitored and any gaps in their learning are quickly identified
- ensure that the planning of activities is based on the early learning goals to ensure all areas of children's learning are equally and well promoted, and include into the weekly planning targets for children's learning on an individual basis
- develop the children's use and free access to the outdoor play areas so that they can continue their learning out of doors

- review the hygiene routines when hand washing and at snack time to ensure any risk of cross infection is minimised
- ensure information regarding safeguarding children is included early on in the induction procedures for new staff.

The effectiveness of leadership and management of the early years provision

All of the records, policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage (EYFS) are in place and well kept. These include suitable procedures for ensuring the children are well safeguarded. Most of the staff have attended recent safeguarding training and are very confident in the procedures they would follow if they have any child protection concerns. However, in the case of new staff, child protection training is not included early enough in their induction process to ensure they are fully confident in child protection issues from the outset. All staff have been appropriately vetted to ensure they are suitable to work with the children; any unvetted adults in the pre-school do not have unsupervised contact with children. Most staff in the pre-school have relevant early years training or are currently attending training. Many are very experienced in childcare.

The staff effectively risk assess the premises they use to identify and minimise any potential hazards to the children. The hall is kept secure and the outside areas are well fenced. The pre-school shares the premises and have to put away their equipment at the end of each day. They have a good selection of safe and suitable toys and equipment. These are arranged well in the play room and many are organised so that the children can easily choose what they wish to play with, such as the 'writing and creative area' and the small world toys. The hall opens up onto the well planned outside play areas. There are paved and grassed areas outside and a very attractive new 'road way' for the children to ride bikes and other wheeled toys on. The children do not have free access to the outside areas so their opportunities to continue their learning out of doors and to develop their physical skills are quite limited.

The pre-school welcomes all children and values their different backgrounds and cultures. They work closely with parents to ensure that children's individual needs are met. For example, the pre-school, in conjunction with parents, are able to identify children that may have any speech and language difficulties and refer them to the speech therapists that visit the setting each week and work with small groups of the children. The pre-school has close links with a nearby children's centre and the local primary school which many of the children will attend. The management and staff at the pre-school have made many changes to the provision since the last inspection and have met all the recommendations for improvement set then. Parents are asked to give their feedback on the provision that is provided in regular questionnaires. All the staff have been asked to contribute to the self-evaluation documents that are now in place. The pre-school has appropriate targets in place for further improvement in their provision and for the outcomes for children.

The quality and standards of the early years provision and outcomes for children

The children are content and mostly settled at the pre-school; overall they are making sound progress in their learning and development. They take part in various activities that are planned by the staff to help them to progress but the planning is not linked closely enough to the early learning goals to ensure all the areas of learning are equally well promoted. Although staff are identifying some targets for each child that will help them move forward, these are not included in the daily planning. Staff are beginning to record the children's progress in assessment records which are shared each term with parents. However, these do not monitor how the children are progressing towards the early learning goals and are not used to identify any gaps in the children's learning. The staff are skilled at ensuring all children, including those with special educational needs or those that speak English as an additional language, are assisted in their learning. An experienced Special Needs Co-ordinator has been appointed, she ensures that the children receive the extra help that they need and liaises closely with parents.

Children are beginning to understand safety and health routines. For example, they take part in regular fire evacuation procedures and can use the new outdoor 'road way' to learn about road safety. The children are encouraged to follow suitable hygiene routines such as washing their hands before eating, but they occasionally share hand washing water and towels and some practices at snack time pose a risk of cross infection. The children have an opportunity most days to play outdoors in the fresh air and take part in some physical activity.

The children are mostly secure in the setting and display a sense of belonging. They enjoy recognising their names for self-registration and using their photos to show they have had a snack. The children quickly become familiar with the routines of the pre-school such as helping to tidy up together at the end of the session and show independence when they go to the toilet unsupervised. They are very confident when using the pre-school computer and are able to take turns and cooperate when using it. Children are beginning to gain a good understanding about diversity through their activities and experiences and through the varied resources that they use. The children behave well, they are beginning to understand the importance of considering the needs of others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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