

# Gravenhurst and Villages Pre-School

Inspection report for early years provision

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EY396049

**Inspection date**

11/01/2010

**Inspector**

Susan Tuffnell

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Gravenhurst and Villages Pre-School was registered in 2009. The provision operates from a purpose built building in the grounds of Gravenhurst Lower School in Gravenhurst, Bedfordshire. The setting is fully accessible with ramps to the entrance door and wide doorways. The nursery currently supports a number of children with special educational needs. Children have access to a fully enclosed outdoor play area.

The provision is open from Monday to Friday during term-time with breakfast club operating from 8am until 8:45am, morning pre-school session from 9:15am to 11:45am, lunch club from 11:45am until 12:30pm, afternoon pre-school session from 12:30pm to 3pm and an after school club from 15:15pm until 6pm. The group offer holiday care two weeks at Easter and two weeks in the summer holidays from 8am until 6pm. There are 27 places for children in the Early Years Foundation Stage. The setting also offers care to children aged over five years to under 11 years and is registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as children in the Early Years age range.

There are six staff members; of these, four hold relevant childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery is highly effective and outcomes for children are consistently good and exemplary in significant areas. Highly effective partnerships between parents, carers and other professionals ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement are outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the garden to provide opportunities for children to observe, explore and investigate the natural world.

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

The steps taken to safeguard children are exemplary. There is a comprehensive awareness of safeguarding issues within the setting. Children are safeguarded by a clear induction programme and a high level of support for new staff. Comprehensive policies, procedures and records are maintained in excellent order

and implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Thorough risk assessments, which are reviewed each year and daily checks on health and safety, ensure that the high standards of safeguarding are maintained. Monitoring the provision through regular quality checks and self-assessments have lead to clear identification of targets for further improvement.

The excellent knowledge, energy and enthusiasm of senior staff ensure that all aspects of the provision are well led. There are high expectations and standards across all areas of practice, morale is very high and belief in the setting's success is shared by the management and staff. The dedication and commitment of the staff and their successful deployment has a significant impact on the children's learning and development and their overall welfare. Information sharing at induction sessions ensure there is a clear picture of the child's needs and abilities to inform their starting points. Good systems are in place to share information such as newsletters, the parents' notice board, children's communication books and a regular exchange of verbal information. Reports about the children's progress and achievements are discussed with parents at consultation meetings and parents have ample opportunity to comment and share information on a daily basis. For example, comments made by parents in the children's development files are used to inform future planning, and questionnaires completed by parents and children ensure that their suggestions, ideas and views are valued. Parents are extremely complimentary about the setting and the positive impact on their children's learning, development and care. Excellent links with other providers is very effective to promote integration of care, education and extended services and there is a clear commitment to working closely with external agencies. Children moving from nursery to school are supported by visits from the reception teacher and have opportunities to visit the school before attending, to ensure a sensitive and gradual transition period. Staff from the nursery and school attend liaison meetings to share information and ensure that children's individual welfare and educational needs are identified and carried forward. Consequently, the outcomes for children and their experiences are extremely positive.

Extensive resources and activities are available to promote diversity in religion, culture and gender and also to recognise, respect and care for children who have a special educational need and/or disability. Diversity is promoted with enthusiasm through exciting and imaginative activities, such as the festival of Diwali. Children use dried pasta and seeds to create colourful and interesting Rangoli designs on paper. Good teaching shows similarities in decorating for celebrations. For example, with balloons and streamers for birthday celebrations and the children's own creation of a 'toran' banner for the festival of Diwali. Grandparents are invited into the setting to share stories and songs from their own culture and children celebrate an original Welsh custom, as they add sprigs of rosemary and evergreen to polished apples, to welcome the New Year. Children show empathy and understanding for others as they fill boxes for the Samaritan appeal Operation Christmas Child, to help children suffering through war, poverty, natural disaster and disease in countries in Eastern Europe.

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

Children make excellent progress in all areas of learning and development and are offered an extensive range of imaginative opportunities and activities. The highly individual and flexible approach to planning ensures that children's uniqueness is valued because planning is based on their individual interests and current developmental needs. Staff have a very secure knowledge of child development and offer the children extensive support and encouragement which enables them to be fully involved and active in their learning. Children participate in a stimulating and challenging variety of activities which include a wealth of exciting resources to investigate. Abundant resources are available for children to practise physical skills as they use tools such as scissors for specific tasks and learn to use screwdrivers and knives safely. Children show confidence in self-help skills as they fetch hats, gloves and scarves from their bags and put on boots and waterproof jackets for outside play. They discuss keeping warm and dry and comment that woollen gloves absorb water and stay wet. Children make full use of the winter garden as they explore and investigate the ice and snow. They scoop up snow with round edged spades and transport it around the garden in containers. Exciting activities are planned spontaneously. Children play hide and seek as they follow footprints in the snow to make the most of the winter weather for fresh air and exercise. Children show high levels of independence, curiosity and imagination as they explore frozen jelly water. They are inspired to break up the ice into pieces to make 'blue jewels' and store it in the play house. Exciting equipment and activities are planned for the outside area. However, many are not available or implemented to ensure that the continued development of the garden provides further opportunities for children, to explore and investigate the nature environment.

Excellent adult support interests and absorbs the children in their chosen activity. Children show mature listening skills and are responsive to instructions from staff. Innovative teaching skills include the use of interesting visual aids to focus children's attention. For example, children show confidence in keeping themselves safe as they act out the 'Three Little Pigs' story. They question the strength of each little house for instance, the wooden house will 'shake and fall down' and the straw house will 'blow away' as they huff and puff. Expert teaching leads the children into a story about meeting strangers. The children compare the wolf to a stranger and give an example of offering the little pigs sweets to 'trick' them. Children describe situations and strategies and give informed and mature answers and solutions, such as not talking to strangers, not taking any sweets from them and not going away with them. Staff use every opportunity to extend children's language as they encourage children to name colours, shapes and numbers as they play group games such as tiddlywinks. Children have excellent opportunities to find out about and identify the uses of everyday technology as they explore tape recorders, headphones, cameras, calculators and old phones. Role play includes clocks and timers and cash registers for the home corner. Children are gaining confidence and competence in problem solving, reasoning and numeracy as they explore a broad range of contexts with the extensive resources freely available to them. Staff model and encourage the use of mathematical language and encourage estimation as children count spoonfuls of dried pasta and seeds into a

large container. Children use vocabulary such as 'nine more' as they add spoonfuls to fill the container and add two numbers together to get the total amount. Children express interest and excitement as they identify and explore the natural world of tree fungi, worm castes and bird song. They show fascination about the African snails as they study their shells with magnifying glasses and create lovely spiral designs on paper.

Children show an extremely strong sense of belonging within the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. Children display high levels of confidence and self-esteem and engage in a wide range of activities and experiences, which help them to value diversity. They work extremely well independently, using their own initiative and are developing excellent skills in working alongside their peers. Children play a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners. They begin to show an understanding of healthy eating as they put sweet foods to one side until healthy options are eaten and have excellent opportunities to engage in a wide range of physical activities, both indoors and out. For example, children join in with music and movement enthusiastically, they name shapes and draw them in the air, as they sing sweetly at group time.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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