

# Grendon Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY399056

**Inspection date**

25/03/2010

**Inspector**

Melanie Eastwell

**Setting address**

The Old Chapel, Main Road, Grendon, Northampton, NN7  
1JW

**Telephone number**

07716451294

**Email**

deborahjrush@yahoo.co.uk

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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**

Grendon Pre-School was registered in 1978 and is a committee run group. The pre-school is located in the village of Grendon, Northamptonshire and operates from a converted chapel. All children share access to a secure, enclosed outdoor play area. The pre-school is open Monday to Friday from 9.00am to 11:30am with the option of a lunch club until 1.00pm during term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend at any one time. There are currently 30 children aged from two to under five years on roll. The setting supports children with special educational needs and/or disabilities.

There are six members of staff, all of whom hold early years qualifications. The manager is currently working towards Early Years Professional Status. The pre-school provides funded early education for three and four-year-olds.

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

Overall the quality of the provision is outstanding.

An exceptionally well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children's safety is given the highest priority and they enjoy learning about their local area and the world around them through a creative range of fully inclusive activities. The partnership with parents, the local and surrounding schools and other providers delivering the Early Years Foundation Stage is a key strength and is significant in ensuring that the needs of all children are extremely well-met and that they receive any additional support they need. This means that children make rapid progress given their age, ability and starting points. The very highly motivated and professional staff team have embraced systems to reflect on and evaluate the very effective provision they offer that celebrates the many areas of strength and clearly identifies well-targeted plans for future development.

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

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

- enhancing further the self-evaluation process through involving the children.

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

The exceptional skills of the staff team ensure that the systems for the daily operation of the pre-school are highly effective in meeting the needs of all the

children attending. For example, very well organised documentation, policies and procedures successfully underpin the staff's daily activity with the children and this ensures that they receive a consistently high level of care and interaction that is fully inclusive and tailor made to their specific requirements. Procedures for safeguarding are robust and ensure that children's welfare is protected. Detailed risk assessments are in place that are regularly reviewed by the Health and Safety Officer within the setting. The children are developing an awareness of how to maintain their own and others safety because they have been involved in the risk assessment process. For example, posters reminding them of the importance of 'not putting toys in your mouth' and 'walking when carrying scissors' are displayed on the children's level in the setting. Efficient procedures are in place for managing the recruitment and retention of members of staff and to check their ongoing suitability and qualifications. The committee officers and manager of the setting work closely together to ensure regular information is shared about the pre-school. All members of staff have completed safeguarding training and the manager is confident that they all fully understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns. The pre-school is truly inclusive. All children are treated with respect and the staff demonstrate a clear understanding of them all as individuals which means that their needs are consistently well-met.

The excellent partnership working within the pre-school contributes significantly to a consistent approach and a smooth transition for the children. Parents are warmly welcomed into the setting and are encouraged to be involved in their child's learning. For example, the key worker seeks information from parents on an 'All about me' form when the child starts attending to find out what they enjoy doing at home. This information is used to plan the child's first experiences at the pre-school and to support them in separating from their parents. Key workers then record observations that are used for a 'Settling in assessment'. This is shared with parents and is used to devise each child's 'Possible Lines Of Direction' that links into the group's planning. Parents are able to request to look at their child's records at any time and they are invited to coffee mornings each term where they can talk to their child's key worker and look through their child's achievement records. This is followed by a formal meeting before the child makes the transition to school. Parents have access to a notice board next to the children's coat pegs that is available for them to display any achievements their child has done at home and these are also used by the key worker in the future planning. Links with home are very strong because the staff take a keen interest in any family events such as trips abroad and new siblings. Children are able to take 'Freddie the Teddy' home with them overnight or for the weekend and parents are invited to take photographs and keep a record of the activities the child has enjoyed with 'Freddie'. The partnership working with other providers delivering the Early Years Foundation Stage and other services involved with the children are equally strong. The staff recognise the benefits to children of effective communication with anyone else involved with them and willingly share planning and activity ideas and welcome visits from professionals such as speech and occupational therapists.

The pre-school staff team have developed effective systems to consistently evaluate and reflect on all aspects of their daily activity with the children and their parents. They work together to identify their priorities for future development and

devise action plans for areas such as the continued development of the outside play area. The staff continuously strive for further improvements and development to ensure their service is responsive to the needs of the families and they have sought parents views through the use of questionnaires. Although the children are consulted throughout the sessions about the activities and are enabled by the staff to make informed choices, currently they are not directly involved in the self-evaluation process and this is an area the staff team are keen to introduce to them. This regular reflection and fine tuning ensures that the services offered by the pre-school reflect the needs of the children and their families and demonstrates the pre-school's outstanding capacity to continually improve.

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

Children benefit greatly from the support of the expert and dedicated staff who are extremely efficient and skilled at supporting individual children and engaging them in their chosen activities. Lots of positive facial expressions and verbal praise and encouragement promotes children's self-esteem and confidence and supports them to try new experiences. Children's developing independence skills are very well supported by the staff. For example, they know where their coat pegs are and attempt to put them on themselves for outside play, they follow a 'self-registration' system in the morning when they arrive and make choices about their food and drinks at snack time. Children are well-supported to make choices and decisions about their activities. The staff inform them what is available each day and children are free to move around the activities as they wish. They can access art and craft materials including scissors, a variety of pens and pencils and glue to be creative in whichever way they wish. They are confident to ask for different items and move resources to different areas in order to enhance their play. For example, children fill up a variety of bags and small suitcases with items from the Heuristic play area and use these in the role play area for luggage on the train or as tools to fix the train. Older children enthusiastically get involved in helping to tidy away at the end of the session. They enjoy being given a specific 'job' on a card and willingly move to the area and help with clearing the resources away into the correct boxes. The staff's superb organisational skills ensures that all children feel secure in the setting. For example, the children are divided into younger and older groups at the end of the session. This helps the older children take on the extra responsibility of helping to tidy away and then the groups change so the children not staying for the lunch club have access to play materials and books and can continue to play while the children who are going home wait in the main hall for their parents. This organisation develops children's feelings of safety and security because each group is very well supported by the staff who ensure the groups are divided seamlessly and does not cause any anxiety to the less settled children who are staying for the lunch club.

Children work very well together. The staff are skilled at engaging them in their play and provide superb guidance and support as the children require it. Lots of discussion between the staff and children about thinking of others and the benefits to a game of working co-operatively develops children's sense of fairness and an awareness of the feelings of others. Children understand the expectations for

behaviour and a consistent approach from the staff supports them to work out any differences of opinion. Children are encouraged to be confident about their efforts and achievements through the use of a display board where they can use large drawing pins to display their own work alongside their name card and the staff regularly recognise children's successes through the use of 'Wow stickers' that record something great they did at pre-school during the session that they can share with their parents when they are collected. These systems of acknowledging children's achievements contribute to their developing self-esteem and confidence. The consistent levels of inclusive practice and the ethos of acceptance and awareness of difference within the pre-school ensures that all children are treated as individuals and with respect. The staff know them all very well and are skilled in supporting each child in an entirely appropriate way. Children who have specific requirements in relation to special educational needs or disabilities are ably supported by the staff who ensure that the activities are accessible through any necessary adaptations. Children are kept informed about any of their friends who may need extra support. For example, everyone being aware of keeping a space clear for specific furniture or equipment required by any of their friends and through careful planning and preparation to ensure that all the children are able to get the most from a recent outing to a Forest School. The setting has a great range of resources and books that celebrate diversity. Children have enjoyed watching a DVD about the Great Barrier Reef and creating an 'under the sea' role play area following one of the family's visit to Australia which led to a whole week of activities and discussions.

Children's progression in their learning and development is clearly demonstrated through their very well presented individual files. The staff record regular snippet observations that are shared with individual children's key workers and are used to inform the future planning for them. The files also contain samples of the children's work and photographs that are shared with parents. Staff also record two narrative observations each term, one done by the child's key worker and the other done by another member of staff. At the end of each term the key workers record a summary of each child's progression under each of the areas of learning that includes some identified next steps and parents are invited to add their own comments and to suggest ideas for feeding back into the planning of activities for their child. Children demonstrate a real ownership of their files and regularly look through them. Staff record the children's comments on sticky notes and include these within the file. The observation records are expertly managed by the staff. Each area of the setting has a file for the staff to refer to when making observations as well as some blank 'Wow stickers' and observation and planning sheets. This enables the staff to record children's progress and acknowledge their success wherever they are working within the setting. Staff use a variety of tools alongside the Development Matters information in the Early Years Foundation Stage in their observations and have access to information about children's 'Schemas', different levels of involvement and Laevers (1997) scales of well-being. These extra tools employed by the staff team develops a multi-faceted approach to recording the children's learning and development.

The planning is completed with input from the staff, children and parents. The children often make suggestions either directly or through a current interest that is then creatively used in the future planning. Children's requests are responded to

by the staff who then make suggestions as to how activities can be extended by adding different resources and this enables the children to take the activity in whichever direction they choose. For example, a large Thomas the Tank Engine toy is provided with the aim of engaging the boys in role play activities and younger children in turn taking and sharing. A group of children request that this resource be available again so the staff set it up inside and the children made a cardboard carriage and a train station. They then took the game in a variety of directions such as fixing the train and putting fires out on the train. This play incorporates art and craft, lots of imaginative and co-operative role play as well as using props such as tools and dressing up clothes. Children are interested in working out time tables for the train which introduces number activities. During these activities the staff support the play and record further 'Possible Lines Of Direction' for individual children. All the sessions are evaluated by the staff which means that activities can promptly be amended as required by the needs of the children.

Children demonstrate a real sense of belonging in this vibrant and lively setting. They are consulted about everything that affects them and their views and opinions are valued and respected. The dedicated and committed staff team take great efforts in ensuring that all the children are okay and that they are actively engaged in enjoyable activities. They are very creative and imaginative in their planning and this is significant in the children making excellent progress across all the areas of learning.



## 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	1
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

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 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
--	-----