

Grimsargh Pre-School

Inspection report for early years provision

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Inspector	Margaret Baines

Setting address	Preston Road, Grimsargh, Preston, Lancashire, PR2 5JS
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Telephone number	01772 652 960
Email	nf.holmes@talktalk.net
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Grimsargh Pre-School opened in 1970. It operates from Grimsargh village hall which is situated on the main road in Grimsargh, Preston, Lancashire. The pre-school is registered under a management committee. The setting provides pre-school sessional care for a maximum of 30 children aged from two years up to five years. There are currently 35 children on roll and 21 of these are in receipt of funding for early education. The pre-school is registered on the Early Years Register. Children with special educational needs and those who have English as an additional language are welcome.

The pre-school opens four days a week during school term times. Sessions are from Monday to Thursday 9.15am to 11.45am and Thursday 12.45pm to 3.15pm. There is also a lunch time session from 11.45am to 12.45pm. Children have access to a main hall, outdoor area and toilet facilities.

There are currently six staff working directly with the children on a rota basis and they all have early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and receives support from the early years teacher team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming environment where staff use their knowledge of children's individual needs effectively to promote all aspects of their learning and welfare. Children's safety is a priority here. They are kept safe and develop good relationships with the staff. A very good range of activities and resources helps children to make good progress in relation to their age and ability. The management team has a clear understanding of the pre-school's strengths and has identified areas for improvement through self-assessment. Documentation is clear and effective. Partnerships with parents and others are good and contribute very well to ensuring all children are valued, treated as individuals and have their needs met. However, at present there is limited evidence within the learning journeys, of children's interests outside the pre-school.

What steps need to be taken to improve provision further?

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

- continue to develop the use of self-evaluation and include the views of parents in this process to reflect on practice
- continue to develop the two-way flow of information with parents and other professionals to further enhance the children's learning.

The effectiveness of leadership and management of the early years provision

The management committee, the manager and staff team place a strong emphasis on safeguarding. They ensure that children are protected in their care by having in place robust safeguarding policies and procedures which are effectively implemented. Staff understand their role and responsibilities with regard to ensuring children are safeguarded in the pre-school at all times. Information is shared with parents through policies and discussions, providing them with relevant information about the pre-school. Policies are regularly reviewed by the committee and staff to ensure they meet all requirements. Recruitment procedures are rigorous; therefore, children are cared for by suitable persons. Staff's ongoing suitability is addressed through induction procedures, annual appraisals and training.

Detailed risk assessments and health and safety practices ensure children are safe indoors, outside and when on outings in the close locality. Safety equipment and procedures ensure the safety of children on the premises, during arrival and collection times. The management team has attended to the recommendations raised at the previous inspection to promote better outcomes for the children. For example, policies have been reviewed to meet current requirements. Plans are in place for future development to further enhance the outcomes for children. As a consequence, the pre-school is committed to driving improvement and embedding ambition.

The management team supports staff's personal development to ensure children are well cared for by staff who are qualified practitioners. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team. They share information, gained on training with colleagues, to ensure that all benefit from any training that takes place. The manager is aware of the strengths of the pre-school and the areas for improvement through discussion and feedback from staff and parents. Staff regularly monitor and review the planning, the environment and what they offer the children, parents and carers to ensure inclusive practice is maintained.

The pre-school has established positive relationships with parents and carers, ensuring each child's needs are met effectively. Parents confirm that they are kept informed about their children's achievement, welfare and development. Systems are in place; for example, questionnaires that seek parents' opinions. However, at present parents views are not included in the self-evaluation process. Staff encourage parents to support children's learning at home and ask for feedback, which is developing, although this is not yet a strong feature.

The pre-school has established links with other educational settings; for example the schools that the pre-school children will go on to. This enables the smooth transition from one setting to another. Children are effectively supported by staff in the pre-school because the learning environment is accessible, inclusive and welcoming. The staff effectively promote equality of opportunity and work with parents and other agencies to support children's needs. Children's work is

displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in our wider world.

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

Children are happy and content in the pre-school. They benefit from the care, activities and play opportunities provided by qualified practitioners who have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. The key worker system ensures children form a strong attachment with people who know them well, and are conscious of their individual needs to support them to achieve effective outcomes. Staff help children prepare for life by providing a very good balance of child-initiated and adult-led activities that help children develop a positive attitude to learning from the beginning of their time in the pre-school. Children play in a spacious hall and enjoy a well equipped and exciting outdoor area. Resources are easily accessible from low level storage within the areas of continuous provision. Children make good progress towards the early learning goals. Staff frequently monitor children's learning through observation and assessment. Planning is organised around children's interests and staff identify the next steps in their learning towards the early learning goals.

Staff constantly monitor the environment and routines to ensure all children are included and their individual needs are met. Children show a sense of achievement as the staff constantly praise them for their efforts. They behave well as they play together or take part in social activities, such as circle time, because staff are clear about what is expected of the children as they learn. Learning experiences are promoted in everyday activities and routines; for example, children are encouraged to count the number of children around the table. They enjoy mark-making; for example, they make small books and they are enthusiastic as they make marks in the porridge oat tray. Children enjoy the good variety of creative activities, for example hand printing, role play and small-world activities with the fairies. Children learn about numbers, shapes and colours in everyday routines. They use their name card to self-register and practise the formation of letters and the sound they make. Children competently use tools to create their pictures. They use rolling pins and cutters as they make shapes with the play dough. They also enjoy the tray of porridge oats where they make marks, fill containers and enjoy the lovely feel of the oats. Their creativity and imagination are developed effectively. Children access construction materials, such as bricks and building resources. They complete jigsaws and enjoy matching games. Children enjoy listening to stories and singing their lovely songs at the end of the session.

Staff skilfully extend children's learning by challenging them and using open-ended questioning. This encourages children to think for themselves and promotes language and communication skills; for example, children are encouraged to talk about their adventures when not at pre-school. Children develop a positive attitude to being active and undertaking daily physical activity, using a variety of equipment, in the outdoor area. When weather prevents outdoor play children enjoy indoor play in the large hall. Staff support children in all activities, constantly

praising them, boosting self-esteem and confidence. As a result, children develop a strong sense of security. They are confident in the company of adults and are self-assured. Children are developing their understanding of the importance of healthy living. They are learning good hygiene practices as they wash hands at appropriate times of the day. Staff encourage independence and self-help skills in everyday routines. Children help themselves to a drink when they wish and participate in a rolling snack programme where they choose when to take a break for a healthy snack and a drink of milk, water or juice.

Children learn safe practices when out walking and the fire drill is practised regularly. Children may stay for the lunch session where they bring a healthy packed lunch which is stored appropriately. The learning environment is welcoming, inclusive, accessible, safe, and adapted to meet individual needs. Children's understanding of difference and diversity is suitably addressed throughout the pre-school where children can look at books, photographic displays and welcome posters and access resources. A good selection of role-play clothes has been developed with help from supporters of the pre-school. Planning and photographic evidence show how the pre-school celebrates festivals and special events. Consequently, children learn to value and respect each other's similarities and differences, and develop an understanding of our wider world.

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?	2
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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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