

# Grappenhall Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## Description of the setting

Grappenhall Pre-School was registered in 1972. The setting is committee run and operates from the main assembly room on the ground floor of the Community Centre in the village of Grappenhall, Warrington. Children are cared for within one main room on the ground floor. There is a secure area available for outdoor play. A maximum of 24 children aged two to five years old may attend the setting at any one time, however children are admitted from the age of two years six months old. The setting is open Monday to Friday during term time only from 9.05am to 11.35am Monday to Friday and from 12.15pm to 2.45pm on Monday, Tuesday and Thursday afternoons. During the summer term there are 'Ready for School' sessions held on a Wednesday and Friday afternoon. Children attend from the local community and surrounding areas.

There are currently 56 children on roll all children are within the Early Years Foundation Stage (EYFS) age group. This provision is registered by Ofsted on the Early Years register. The setting supports children with learning difficulties. The setting receives funding for nursery education.

The setting employs eight members of staff including the two managers. Of these five staff are qualified to level 3 in early years, and 2 staff are qualified to level two. One member of staff also assumes the role of administrator. The setting receives support from the local Early Years consultant, and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a very welcoming, inclusive environment where children are happy, secure and settle well. The dedicated staff team develop a positive understanding of the EYFS and make, children's learning both enjoyable and interesting. As a result, the welfare, learning and development requirements are successfully met and children make positive progress towards the early learning goals. Systems for self-evaluation are suitably developing and staff are beginning to identify strengths and areas for future development. This supports the settings strong commitment to drive improvement and promote better outcomes for children. Effective procedures ensure good relationships develop between parents, carers and other providers, which significantly contribute to the children's care and learning.

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

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

- further develop systems for obtaining information about the children's developmental starting points on entry to the setting

- extend the details within the child protection policy, which the parents receive
- enhance opportunities for the children to develop their self-help skills.

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

Children are positively safeguarded because the staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. The robust recruitment procedures for staff and committee ensure their suitability. Good systems to ensure risks to children are minimised include; thorough risk assessments, the daily checks staff routinely complete and the use of necessary safety equipment. Documentation and the written policies underpin good practice for the effective and safe running of the setting; all are well organised and effectively implemented. However, the written policy for child protection parents receive does not fully refer to the procedures the group follow for reporting concerns and allegations made against the staff. The majority of the staff team hold early year's qualifications, and show a positive commitment to extending their knowledge and skills by attending additional training. The group have clear procedures in place for liaising with other agencies to support children with additional needs and ensure all their needs are met.

The management team are beginning to develop suitable systems for monitoring and evaluating group practices, involving the staff. These include the completion of the self-evaluation form and parent questionnaires. Responses they receive from parents are valued and given consideration. As a result, a bike rack is accessible outdoors and parents attending the duty rota receive information about their responsibilities. The previous recommendations raised at the last inspection have been addressed, which supports the group's strong commitment to the continuous development of the setting. This means all children are now assigned to a key person who takes responsibility for liaising with their parents and monitoring their developmental progress. In addition improvements to the risk assessments have been made, staff now undergo regular appraisals and systems for reporting and recording complaints are shared with parents.

Good relationships develop with parents through the many effective ways they are involved in the pre-school, which include joining the pre-school committee, taking part in parent rota days and supporting fund raising events. They are welcome into the setting where information regarding their well-being is exchanged, which enables a consistent approach to meeting children's individual needs. Initially parents provide information regarding the children's likes and dislikes, however, this does not fully reflect their developmental starting points on entry to the setting. Parents say they are 'very happy with the service'. They refer to the 'good information' they receive, which keeps them up to date with pre-school activities, for example, the wealth of information on display, access to the recently developed website and the regular newsletters they receive. Parents are made aware of the 'All about me' records through the letter sent home and know they are welcome to view the content at any time. Parents further consolidate their child's learning by taking them to China Town, following on from the groups Chinese New Year

celebrations. The pre-school staff endeavour to promote links with other providers. As a result, they visit the local schools and invite the reception class teacher into the group to smooth the children's transition to school. Other providers are made aware of activities and discuss approaches to ensure a complementary approach is maintained to the delivery of the EYFS.

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

Children enter the welcoming and inclusive environment confidently on arrival, they are happy and secure within the pre-school and positive friendships develop with staff and other children. The dedicated staff effectively organise the learning environment to enable children to make decisions about their play. They positively interact to engage children and further extend their learning and enjoyment. For example, staff ask open-ended questions when playing games and, as a result, children use number and calculation skills well. This enables children to become active learners. The effective planning ensures a good balance of adult-led and child-initiated activities. Planning and observations are linked to the areas of learning; reflect children's individual interests, differentiation and take account of the next steps in children's learning. The children's 'All about me' records incorporate photographic evidence, regular observations and children's art work. In addition staff regularly complete more focused group or individual observations, which assist in the monitoring of the positive progress they make towards the early learning goals.

Children regularly explore the recently re-organised outdoor play area with interest and excitement, where their learning continues to be extended. The provision of all-weather suits enables children to enjoy the outdoor environment throughout the year. They make music and explore sounds using the various types of drums and the wall mounted xylophone, they pedal the taxi and take passengers to 'the seaside'. They have opportunities to explore the natural world and have planted and cared for flowers and vegetables. They begin to recognise letters that make up their names and those of others. For example, children explain 'I am writing letters to my friends' in the home corner and competently write the initial of their first names. They write their name and make patterns in the sand using the fingers. As a result, children develop their understanding of letters and sounds; give meaning to the marks they make, which contribute to their early writing skills. Children's understanding of number and problem solving is incorporated well into all activities both outdoors and inside. Group activities, such as, story time captures children's interest and encourage the development of their social skills. They develop a positive interest in books as they access books of their choice independently, such as, 'The Enormous Turnip' and pretend to read the story from the pictures. Children develop their understanding of technology because they develop the necessary skills for operating the computer. They know to enter their name on the list and use the egg timer to time their sessions, which promotes their understanding of taking turns. Children also enjoy using interactive resources with staff support, such as, the 'Bee Bot' to further promote their numeracy and problem solving skills. Children take part in a range of creative activities using various media, for example, they make a dragon for display using collage materials

and complete symmetrical paintings using string. The positive outcomes for children ensure all activities contribute to the development of future skills.

Children develop their understanding of staying safe as they regularly practise fire evacuation and confidently turn to staff for support. Good routines ensure children develop a positive understanding of personal hygiene, and when asked why they wash their hands before snack they reply 'because you get germs on them'. The rolling snack programme is well-organised and children receive healthy drinks and snacks. However, staff pour their drinks and serve the foods to them, which mean the development of their self-help skills is not fully promoted. Children have access to a range of resources and activities to promote their understanding of diversity. Topics, such as, Chinese New Year promote their understanding of the wider world, through creative experiences and they attempt to use chop sticks to eat rice. During discussion children dress up in Chinese outfits and they recall what they know. For example, children explain 'it is lucky' when staff ask why red and gold colours are used in making cards in association with the topic and they know the Chinese writing above the dragon on display says 'Happy New Year'. Positive techniques for the effective management of children's behaviour, such as, the very regular praise of their achievements, foster the development of children's self-esteem and confidence. As a result, children behave well and are responsive to the adults caring for them.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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