



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315220

DfES Number: 516927

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Joan Isabel Madden

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Grappenhall Pre-School
Setting Address	GYCA, Bellhouse Lane Grappenhall Warrington Cheshire WA4 2SG

REGISTERED PROVIDER DETAILS

Name	The Committee of Grappenhall Pre-school 1020884
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ORGANISATION DETAILS

Name	Grappenhall Pre-school
Address	G.Y.C.A Bellhouse Lane, Grappenhall Warrington Cheshire WA4 2SG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Grappenhall Pre-School opened in 1972 and serves the local area. It is managed by a committee and operates from the main assembly room on the ground floor of the Community Centre in the village of Grappenhall, Warrington. The pre-school also makes use of the toilet facilities and prep room that are adjacent to the main room. There is a secure outdoor play area.

There are 53 children on roll from 2.5 years to 5 years and of these 24 are funded. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:05 until 11:35, Monday to Friday and from 12:15 to 14:45 on Monday, Tuesday and Thursday afternoons. During the summer term there are 'Ready for School' sessions held on a Wednesday and Friday afternoon.

A total of 10 part-time staff work with the children. Of these 4 of the staff have an early years qualification to NVQ level 2 or 3 and 2 staff are working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Grappenhall Pre-School provides good quality care. The staff are suitably qualified, very experienced and conscientious. The children benefit from a safe, organised and stimulating environment helping them to settle and join in with activities. The good-sized main room is brightly decorated with displays, relating to the topics children study and the children's own work. The children enjoy choosing from a wide range of balanced activities and resources that are organised into learning areas. There are good storage facilities enabling resources to be stored in an organised way and these are rotated on a regular basis. Generally documentation is good.

High priority is put upon protecting the children's safety. Many safety measures are in place and staff complete a daily checklist in order to eliminate any potential hazards. There are correct procedures in place to ensure the appropriate administration of medication and recording of accidents, however, the first aid qualifications of the staff do not always meet requirements. The children are provided with sensible snacks and there is always fresh drinking water available to them. The staff have a good understanding of child protection issues and know the procedures to follow if concerned about a child.

The care of the children is good. There are good relationships throughout the pre-school and the children are well-behaved and mannerly. The staff successfully promote positive attitudes amongst the children helping them to respect each other and their differences. They pre-school cater for children with special educational needs.

The partnership with parents is very good. The parents are involved in the running of the pre-school as committee members and volunteers resulting in them being well informed of the provision and their children's progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- High priority is put upon protecting the children's safety by appointing a committee member and a member of staff as safety officers. Their duties include monitoring safety and ensuring policies and procedures are adhered to. There are a number of safety measures in place and staff carry out a daily safety check and a full annual check to ensure the children's safety.
- The staff effectively implement the behaviour management policy. They are calm, experienced and skilfully promote positive behaviour. The children are well-behaved, polite and mannerly.
- Staff value highly their partnership with parents. Parents and staff work effectively together to ensure the children receive an appropriate and valuable pre-school education. The parents take an active role in the running of the pre-school both as committee members and as volunteers in the sessions. As a result they are well-informed about the provision and their children's progress.
- The operational plan is effectively put into practise. The staff are clear about their roles and responsibilities and all the required policies and procedures are adhered to. The children follow a clear routine helping them to feel secure and settled.
- The children choose from a balanced range of activities and resources that are organised into learning areas. They are of a high quality and staff often add or alter toys and materials to make them relevant to the theme. For example, in connection with the autumn theme the staff hide conkers in the

sand for children to find and fill the five numbered buckets with the appropriate number.

What needs to be improved?

- the first aid qualifications of the staff
- the details included in the complaints procedure.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure there is at least one member of staff with a current first aid training certificate on the premises at any one time.
12	Update the written complaints procedure to include the address and telephone number of Ofsted.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Grappenhall Pre-school provides high quality nursery education overall which enables the children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff are confident, conscientious and have a good knowledge of the early learning goals. They thoughtfully provide the children with fun, interesting and engaging activities. The children respond well to this; they are enthusiastic and have a positive approach to learning. Planning and assessments are comprehensively linked to the stepping-stones and early learning goals, which enables staff to maintain a good overview of the children's progress. However, there is no differentiation in the written plans to account for different abilities. Staff have high expectations of the children's behaviour. They give them clear boundaries and are consistent in their approach to behaviour management. Generally, the children make good use of the balanced range of resources that often link well to the theme.

The leadership and management are very good. The senior management and the committee work well together to ensure the smooth running of the pre-school. The committee regularly monitors the pre-school through observing sessions and the Chair holds weekly meetings with the senior staff to evaluate the provision. Senior staff ensure staff are clear about their roles and responsibilities and they all work well as a team. They evaluate activities and plan together in weekly meetings. Additionally, staff are allocated areas of the room to evaluate and suggest where improvements can be made.

The partnership with parents and carers is very good. Parents are very well informed about the provision and their children's progress, as they are involved in the running of the pre-school both as committee members and volunteers in the sessions. There is a formal consultation with parents once a year and on-going informal feedback whenever appropriate or required.

What is being done well?

- The partnership with parents is a strength of the setting. The parents contribute significantly to the success of the pre-school. They form the management committee, volunteer to help at each session on a rota basis and contribute towards the topic work by providing objects of interest. They speak very highly of the group and believe their children are making very good progress.
- The learning environment is very effective. Staff create a calm, purposeful and stimulating environment where the activities are fun, interesting and engaging. The children respond well to this and they quickly become confident, ready to learn and become engrossed in activities for good periods

of time.

- Leadership and management are strong resulting in the staff all being highly motivated and responsible for the children's learning. The staff position themselves effectively throughout the sessions to ensure each area of the room is covered and the children receive the support and guidance they need to get value out of the activities.
- The children are very well behaved and mannerly. They are keen to please and relationships are good throughout the pre-school. Staff are skilled and experienced in promoting acceptable behaviour. They remain calm at all times and give the children consistent guidance on the boundaries to work within.

What needs to be improved?

- the planning to include differentiation in activities to take account of different levels of ability
- the opportunities for children to show an interest in ICT.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff were required to improve the written plans and the assessments of the children. Also they were to form a special needs policy with regard to the Code of Practice (2002).

Staff use good reference materials for planning ensuring that the medium and short term plans link directly to the stepping-stones and early learning goals. The medium term plans are divided into the six areas of learning and identify the early learning goals that the children will be working towards. The short term plans link to the stepping stones.

Staff make both general and directed observations on the children and these are transferred onto an 'Overview of achievement' that clearly plots their progress along the stepping stones to the early learning goals. From the 'Overview of achievement' the staff are able to see the bands the children fall into for each area of learning.

There is now a special needs policy in place that has regard for the Code of Practice (2002) that reflects the effective procedures for the identification and assessment of special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The majority of children are well settled and staff offer encouragement to those who are still unsure. The children are well behaved, respond positively to staff and become engrossed in activities. They are encouraged to share, take turns and be polite. Through activities, such as, using the parachute, children gain a sense of working as a team. Children learn to become independent by giving out snacks, pouring their own drinks, dressing themselves and going to the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children benefit from staff engaging them in conversation about their experiences and chosen activity. A plenary session helps the children to recall events. Children enjoy joining in with nursery rhymes. They listen to stories and handle books themselves in the book corner. Opportunities, such as, painting, writing and drawing help the children to develop their writing skills. They learn about writing for different purposes as they write 'shopping lists' for the 'greengrocers'.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Strong emphasis is put upon the children's mathematical development. In the 'Greengrocer's' the children count out vegetables and add one more. They enjoy calculating as they sing number rhymes. High quality maths resources, such as, 'Hedgehogs' helps to promote the children's mathematical thinking as they count and match to complete the game. Good use of construction kits and tabletop activities for example, 'Tap it' help the children to learn about shapes and their arrangements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about autumn through exploring autumn objects and sounds. They build and design using construction kits, wooden train sets and learn how to make play dough. However, the children have insufficient opportunities to develop their skills in information and communication technology. As children play they talk about their families and events in their lives. They learn about the world in which they live as members of the community visit pre-school including people of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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In the outdoor area the children learn to negotiate pathways using wheeled toys. In the parachute activity the children learn to control and co-ordinate their movements as they work as a group and follow instructions. They enjoy practising their balancing and climbing skills on the slide and climbing frame. The children effectively develop hand to eye coordination as they use tools and materials. They particularly enjoy building up shape pictures using a hammer and tacks.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children take part in many exciting and worthwhile opportunities to develop their creative skills. A variety of creative opportunities are provided, such as, play dough, paint, mark making materials and children effectively use them to develop their imaginative thoughts and ideas. Regular story telling, role-play and musical activities are planned for children to respond with their senses. They are learning to explore sound, colour, texture, shape and form in two and three dimensions.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- improve planning to include differentiation in activities to take account of different levels of ability
- provide more opportunities for children to show an interest in ICT and perform simple functions.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.