



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224206

DfES Number: 516449

INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Mary Anne Henderson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Grange Pre-School
Setting Address	The Grange Infants & Nursery School Bainbridge Green Shrewsbury Shropshire SY1 3QR

REGISTERED PROVIDER DETAILS

Name	The Committee of The Grange Pre-School
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ORGANISATION DETAILS

Name	The Grange Pre-School
Address	The Grange Infants & Nursery School Bainbridge Green Shrewsbury Shropshire SY1 3QR

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

The Grange Pre-School was registered in December 1997 and operates from a pre-fabricated building at the Grange Infants and Nursery School in Shrewsbury. The group serves the local community. There is an enclosed play area and the group also have access to the school playing field.

The pre-school is open on Monday to Friday, in the afternoons from 12:30 to 15:00 during school term time only. There are currently 25 children on roll from 2 years to under 5 years old. The group support children with special needs and children for whom English is an additional language.

There are three members of staff who work directly with the children, two of whom hold suitable Early Years qualifications. The staff access training on Early Years issues as provided by the Early Years Development and Childcare Partnership. The group is also a member of the Pre-School Learning Alliance.

How good is the Day Care?

The Grange Pre-School provides good care for children. Staff provide a warm and caring environment and they are approachable and friendly. The children access a range of toys, resources and equipment to stimulate their development and support their physical needs. Children access a range of resources that reflect positive images of diversity. Children's behaviour is good and staff have high expectations, using praise and small reward strategies to promote desirable behaviour. The children enjoy a mid-morning snack, but drinking water is not readily available for all children.

The group have an operational plan, however it does not include all elements as outlined in the National Standards and Guidance. For example, it does not include a sick child policy, the induction process is informal, the risk assessment format has not been updated, the child protection policy does not include procedures to be followed in the event of an accusation against a member of staff or volunteer, and the emergency medical treatment format used is not clear. Also, there is a

complaints policy in place, but this does not include the full details of the regulator.

The staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and parents provided Ofsted with positive comments on the care of their child.

What has improved since the last inspection?

The group have made satisfactory progress since the last inspection.

At the time of the last inspection the group were asked to ensure they recorded visitors to the group. They now have a visitors book recording details of the visit and the date.

They were also asked to undertake a risk assessment of the premises. They did this using a format that had been taken off the internet. The group did not however ensure this included all elements as outlined in the National Standards and Guidance, so this has been raised as a recommendation for this inspection visit.

Finally, the group were asked to ensure that new staff members complete the appropriate forms and forward to Ofsted. This was done soon after the last inspection.

What is being done well?

- Children access a broad range of activities, equipment and resources to stimulate learning.
- Children are taken on local outings in the local area.
- Children explore a range of cultural festivals throughout the year.
- There are positive relationships with parents.

What needs to be improved?

- the induction process
- the operational plan
- the risk assessment format
- the sick child policy
- clarity of the emergency medical treatment or advice forms
- the children's access to drinking water at all times
- the complaints policy
- the child protection policy.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
8	Ensure children have access to drinking water at all times.
14	Ensure that all policies and procedures include all elements as outlined in the National Standards and Guidance.

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

How effective is the nursery education?

The Grange Pre-School provides very good teaching and learning. Children are progressing well in all areas of development. Staff have a sound understanding of the Foundation Stage of learning and the early learning goals. Staff use open-ended questioning and encourage the children to be independent learners by providing opportunities for them to self-select resources. The staff provide a broad range of interesting and challenging activities and resources and ensure planning identifies and extends all the six areas of learning. The staff ensure resources are accessible to the children and that they are well labelled. The staff need to extend the range of materials and objects that work in different ways for different purposes, for example watches and clocks. Children's work is displayed and valued.

Leadership and management of the setting is very good. Staff and management work well together and with other professionals to identify and work towards meeting the needs of the children. Staff and management meet regularly and are supportive of each other. Opportunities for further training are taken and there is liaison with the Early Years Partnership.

Partnership with parents is very good. Positive relationships with the parents were observed throughout the inspection. Parents provided Ofsted with some positive written and verbal feedback on the care and education of their child. However, parents are not always encouraged to share what they know about their child.

What is being done well?

- Developing children's skills in child-initiated play is a priority and staff plan carefully for this. Children are interested and keen to learn, having opportunities to select resources, including resources that reflect diversity.
- The children are encouraged to care for themselves and have regard for others. They explore their environment and have the opportunity to discover how things grow. They learn about their own and the cultures of others through planned activities.
- Children use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. They access books and have opportunities for mark-making every day.
- Children's physical and creative development is very good. They access a range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults. They use large and small equipment to extend their development.
- Staff provide a range of planned and spontaneous opportunities to meet the needs of children, they have a good understanding of the curriculum and work well as a team.

- There are positive relationships with parents.

What needs to be improved?

- extend the provision of a range of materials and objects that work in different ways for different purposes, for example watches and clocks
- improve opportunities for parents to share what they know about their child.

What has improved since the last inspection?

The group have made good progress since the time of the last inspection. They were asked to address two key issues.

The group were asked to improve children's use of musical instruments as a whole group. They addressed this issue by contacting the Shropshire Music Corporation for support. The group then implemented weekly group music sessions into their planning. The group also invited Shropshire Mini Music staff into the group to talk about and demonstrate the musical instruments to the children. Children now explore music as a whole group.

The group were also asked to provide opportunities for children to learn about health and bodily awareness in physical development. The group looked at various ways of addressing this issue. They encouraged the children to notice their heart beating and if they are out of breath or feeling hot, following physical outdoor play sessions so that the children have an understanding of the physical effects of exercise on their bodies. They also explored a theme on clothing where the children looked at why they need to wear appropriate clothing according to the weather. The children look at the weather each day and discuss what they should be wearing. The children have explored healthy eating. They have fruit and milk and water each day for snack time and they and the staff discuss the importance of healthy eating and how milk helps to build strong bones.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good within the nursery, with staff providing lots of opportunities to develop self-care and high levels of self-esteem and independence. Children are motivated and interested in their activities and they persevere and concentrate well for extended periods. Children are well behaved and are praised throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and interact well at story time, are able to recall story endings, are familiar with nursery rhymes and spontaneously do the actions. They have free access to books throughout the session. Children's reading and writing skills are well supported with many opportunities and they communicate positively with peers and adults. The staff use open questioning to encourage children to communicate their ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count meaningfully beyond 10. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and a range of resources. The staff use planned and spontaneous opportunities to encourage children to add, subtract and explore similarities and differences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences using various indoor and outdoor opportunities. Children explore concepts of past and present events and they talk about their families and pets. Children look at various festivals and cultures and access positive images of diversity. They explore a range of objects that work in different ways for different purposes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Art and craft resources are accessible to children and include tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for both indoor and outdoor play. Children climb, balance, and go under and over during indoor and outdoor playtime. Staff encourage children to explore healthy lifestyles, health and hygiene and eating well.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs, recite rhymes and play imaginatively in the home corner with peers and adults, where they express themselves freely.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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 key issues, but there are two minor points for consideration.
- Extend the range of resources provided to encourage children to explore objects that work in different ways for different purposes.
- Improve opportunities for parents to share what they know about their child.

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.