

The Grange Pre-School

Inspection report for early years provision

Unique reference number	224206
Inspection date	12/10/2010
Inspector	Parm Sansoyer

Setting address	The Grange Primary School, Bainbridge Green, SHREWSBURY, SY1 3QR
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Type of setting	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*.

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.

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Description of the setting

The Grange Pre-School opened in 1992. It is run by a voluntary management committee and has shared use of a demountable building within the grounds of The Grange Primary School in Shrewsbury, Shropshire. The pre-school is registered to care for 32 children from three years to under five years at any one time. Currently there are 22 children on roll. The pre-school is open Monday to Friday from 12.25pm to 3.25pm during the school term. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early years education to children aged three and four-years-old. Children attend for a variety of the sessions on offer. There are effective systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. There are three full-time staff and one part-time member of staff, who all hold a recognised early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into an interesting and well-equipped environment, which fully reflects the children's backgrounds and the wider community. They make good progress in their learning and development because staff plan and provide a rich range of experiences, which mostly meet children's varying learning needs. Children's communication, language and literacy is fostered extremely well. Strong relationships with parents and effective partnerships with other agencies contribute significantly to meeting the needs of all the children. Effective self-evaluation helps to improve outcomes for children and the setting is well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- make sure that all staff have an up-to-date understanding of safeguarding children issues
- organise whole group sessions, such as story and circle times, to meet the needs of all children.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated member of staff has clear management responsibility in relation to child protection and all staff are aware of this. Most staff have a good knowledge of child protection issues and know and

understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service, and to meet the needs of all children, are in place and regularly reviewed. A well-motivated staff team supervise children well. They give good priority to keeping children safe through maintaining written risk assessments and carrying out daily checks of the environment.

Staff ensure all children make good progress in their learning and development. Focused, detailed observations to establish the children's starting points and rigorous tracking of each child's language development mean all children make very good progress in their communication, language and literacy in relation to their starting points. A good balance of adult-led and child-initiated activities, both indoors and outdoors, results in children being active and creative learners. Staff plan most activities to provide children with suitable challenges, which are based upon accurate observations and assessment. However, staff do not always organise whole group story and circle times to meet the needs of all the children, and, as a result, some lose interest.

Good progress has been made since the last inspection. The improved quality of the information parents receive about the curriculum means they are very well informed about the educational programme. Parents are also actively encouraged to contribute to their children's formal developmental assessment, which strengthens links with parents. The staff team are enthusiastic about the children's learning and care and work well together. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development. Parents' views are actively sought and acted on. This continuously improves the quality of provision for all children.

Partnership with parents/carers is good. Staff use positive strategies such as home-visits and taking time to settle children when they first attend, which ensures strong relationships are built at the very beginning and continue throughout their stay. Parents receive detailed information about the early years provision, the curriculum and the setting's policies. Staff provide information about children's achievements and progress through parents' days, when they share the children's written Learning Journeys. Home-link books give parents a weekly summary of what the children have been doing and have achieved. Staff encourage a two-way flow of information, which benefits children greatly. Some parents are actively involved in helping with fundraising and supporting committee members through the Friends of the Pre-school. Links with the host school, and other settings that the children may attend, are strong. Partnerships with other agencies are effectively established to help support children, including those with additional needs.

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

Children's personal, social and emotional development is fostered well. All children develop warm and caring relationships with adults and each other. Children develop autonomy and a disposition to learn as they freely work independently and with their peers. They thoroughly enjoy the routine and show a real sense of belonging. For example, many children delight in singing their welcome song. They increase their self-help skills as they pour their own drinks, help cut their fruit and sweep the floor.

Children's communication, language and literacy is supported very well. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations and their stories, both one-to-one and in groups. Small spaces have been created, which allow children to share books, puppets and their own stories. These areas are popular with the children and well used. More able children spontaneously interact with adults, who engage them well in conversation during their play. Children build very good foundations for early literacy through making sense of visual signs and symbols and have extensive opportunities to make marks, draw, model, read and write. The environment both indoors and outdoors incorporates early writing skills. Therefore, many boys who prefer being outdoors develop an interest in early writing skills while using chalk and water with brushes on the playground. Children benefit greatly from the many interesting and fun books, and staff use visual aids and story sacks well to help develop this fondness for books. The environment is rich in print, and older children learn to recognise and write their own names and show an interest in linking sounds to letters. All children enjoy rhyming and rhythmic activities through using musical instruments, voice sounds and body percussion sounds.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a wide range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Good first-hand experiences enrich the children's learning, such as planting flowers and growing numerous vegetables. Children begin to explore, observe and predict through early scientific experiments, baking activities and noticing changes in their natural environment. Children learn to respect each other's differences and customs and gain an understanding of diversity through themed activities.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, make connections and recognise relationships through counting, sorting and matching. Children cooperate to solve problems. For example, a group of children work well together, fixing guttering together to create a ramp for their ball to roll down. Children have opportunities to weigh, measure and explore capacity, and to consider concepts such as floating and sinking, through meaningful, practical experiences such as playing with the water and sand. They enjoy a wide range of experiences to express their creativity and imagination through a variety of arts and crafts materials and by engaging in role play.

Children develop good habits due to the constant praise and encouragement they receive. They behave in ways that are safe for themselves and others, and begin to develop an understanding of dangers and how to stay safe. Staff follow good hygiene practices, which allow children to enjoy a clean and hygienic environment. Children benefit greatly from the access to fresh air and the outdoor environment, which they use throughout the session. They develop healthy habits through taking part in daily physical activity. They learn about the importance of rest and discuss the changes in their bodies as they take part in a regular relaxation session. They develop an understanding of making healthy choices when they eat and drink.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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