

Grafton Pre-school

Inspection report for early years provision

Unique reference number	135294
Inspection date	14/02/2011
Inspector	Samantha Smith

Setting address	United Reformed Church Parlour, Main Avenue, Enfield, Middlesex, EN1 1DJ
Telephone number	020 8363 0436
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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

Grafton Pre-school has been managed by the current owner since 1982. The pre-school operates from the United Reform Church building which is situated in a residential area of Bush Hill Park in the London borough of Enfield. Children are based in one room and have access to a purpose designed outdoor play area and large hall. The pre-school opens every morning Monday to Friday from 9.00am - 11.45am and on Wednesday, Thursday and Friday afternoons from 12.15pm - 3.:00pm. Children attend from the local community.

The pre-school is registered to care for 20 children between two and five years. There are currently 40 children on roll, of these 32 receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Six staff work directly with the children, including the supervisor. All have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall outcomes for children are good and they are making clear progress towards the early learning goals. Staff have a secure knowledge of child development and support children needs well. Partnerships with parents are good and the setting have taken positive steps to maintaining effective partnerships with other EYFS providers and schools that children are moving onto. They demonstrate a commitment to securing improvement; they have addressed previous recommendations from the last inspection and have set some clear targets of their own.

What steps need to be taken to improve provision further?

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

- further develop planning systems by using observations and assessment to inform planning
- further increase children's awareness of difference in diversity by developing their access and use of existing resources

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting are good. Arrangements for safeguarding children are robust and staff have a good understanding of their roles and responsibilities in regard to child protection. They have all been vetted through

the Criminal Records Bureau and there are systems in place to ensure their continued suitability. Detailed risk assessments have been carried out and potential hazards in the environment are successfully identified and minimised. Access to the premises is securely monitored and all visitors are required to show identification and sign in the visitors' book. Fire drill records show that children are learning how to keep themselves safe in the event of an emergency.

The manager and provider are both committed to providing good quality childcare and this is supported well by a dedicated and motivated staff team who work well together to provide a secure and harmonious atmosphere where children feel relaxed and safe. There is good organisation of resources, staff and the environment to support children in their play. Staff deploy themselves effectively and share tasks and responsibilities so that children and each other are well supported.

There are good procedures for evaluating the provision. Regular team meetings provide opportunities for staff to share their views and ideas as well as discuss the strengths and areas of development, which enables them to identify future training needs and forms part of the continuous improvement of the setting. All recommendations from the last inspection have been met.

The pre-school is both welcoming and inclusive. There is a written equal opportunities policy which is implemented well. Clear procedures are in place to help each child settle according to their specific needs. This enables staff to get to know them well and provide consistent, effective support for each child. Children are helped to understand about differences and diversity through use of play equipment and books and by being involved in celebrations and traditional events, although more could be done to make this an integral part of the day.

There is also good liaison with other agencies and early years professionals, which supports cohesive working to promote children's progress and development. Children benefit from the friendly relationships that staff have formed with their parents. Information is displayed for parents to view and they are kept informed of the day-to-day activities and care routines through verbal feedback. There is also an informative website that includes the up to date inspection reports. All the required written consents and agreements are in place. Parents make very positive comments about the preschool and appreciate how the staff settle the children and ensure their well-being is paramount.

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

Children have independent access to a wide range of activities and play provision that is planned and set out by staff each day. The room is well organised providing children with experience across all areas of learning. They show good levels of curiosity, independence and imagination as they spend their time purposefully engaged in the activities provided.

They have access to good quality books and enjoy listening to stories read by staff. They show their enjoyment as they become involved in familiar stories. Themed role play equipment is available to encourage them to play imaginatively as they act out stories that are being read to them. Children enjoy mark making opportunities as they enjoy free access to writing materials and write notes or draw pictures, most are beginning to write their names. Counting skills are developed through games and action songs, where children learn number sequences.

Staff are caring and sensitive and use consistent questioning to encourage children to express what they are doing and what they thinking. On the whole, planning systems are secure and provide children with good levels of challenge. Staff use observation and assessment systems to identify children's abilities and the next steps in their learning. However, it is not clear how these are linked to the planning to provide further learning opportunities for each child.

Children develop a strong sense of belonging and security; they show that they feel safe through their interactions with staff and they receive gentle reminders from staff about how to keep themselves safe whilst engaged in play. Children are well supported in developing healthy lifestyles. They enjoy a selection of healthy snacks such as fruit, vegetables and cereal, they have free access to regular drinks and any dietary requirements or medical needs are known and supported well. They enjoy regular outdoor play, where they can move around freely and enjoy the fresh air. They demonstrate their independence skills as they help themselves to a drink when they are thirsty and as they try to put the coats on by themselves. However, there is room to further develop this through daily routines.

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

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

Met