

Grove Road Pre-school

Inspection report for early years provision

Unique reference number EY417014
Inspection date 19/05/2011
Inspector Fiona Robinson

Setting address Grove Road, Rayleigh, Essex, SS6 8UA

Telephone number 01268 747 322
Email info@groveroadpreschool.co.uk
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*.

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Description of the setting

Grove Road Pre-School was first registered in 1992 and is run by a committee. In 2010 the committee became a registered company with charitable status and the registration was renewed. It operates from purpose built accommodation located within the grounds of Grovewood Primary School in Rayleigh, Essex. All children share access to a secure, enclosed, outdoor play area and have the use of the sports hall, school grounds and wooded area. The pre-school serves the local community and surrounding area. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 21 children under eight years may attend at any one time. There are currently 84 children aged from two to the end of the early years age range on roll. Of these, 74 children receive funding. The pre-school opens five days a week during school term times. Sessions are from 8.30am until 11.20am and from 12 noon until 2.50pm. Children attend for a variety of the sessions on offer.

Nine members of staff work with the children. Of these, one holds a Pre-school Diploma at level 3, one holds a National Nursery Education Board qualification at level 3, one holds a Foundation Degree qualification at level 5, two hold National Vocational Qualifications (NVQs) at level 3, one holds an NVQ at level 2 and three are working towards NVQs at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully included in interesting and well-organised activities and achieve well. They develop excellent relationships with each other and respond well to the care and support they are given. Partnerships with parents and the host school are outstanding and information is shared very effectively. The manager and staff have a comprehensive knowledge of the pre-school's strengths and areas to develop. There is a good commitment towards continued improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop their problem solving skills in the wider natural environment
- develop further the range and use of information and communication technology resources to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding issues and knowledge of their role in child protection. They carry out risk assessments regularly to ensure children's safety in the indoor and outdoor environments. There are robust systems in place for staff recruitment and vetting, to ensure they are all suitable and qualified for their roles. Staff are deployed effectively to ensure children's safety and parents are familiar with the rigorous procedures for the collection of children.

Comprehensive policies and procedures are fully implemented and promote children's well-being. Fire evacuation practises are held regularly so that children become familiar with the routine.

The pre-school is well-led and managed. There are good self-evaluation systems in place and the manager and staff value the views of parents and children when identifying areas for development. Staff regularly access training opportunities to enrich their qualifications and experience and make effective use of a good range of resources to meet most of the needs of the children. Staff actively promote equality and diversity to an outstanding level and ensure that all children are fully integrated into activities and the celebration of festivals. They learn about the royal wedding and enjoy playing in their castle and having a royal tea party. Staff regularly monitor children's activities and set challenging and realistic targets to encourage them to make good progress. Staff are currently developing the layout and resources of the outdoor area. However, planning shows that opportunities for children to explore and investigate their natural environment to develop their problem solving skills are not fully exploited. Also, opportunities for children to use technology, such as the digital camera, computer and interactive whiteboard in their activities, are more limited. Staff are ambitious for the setting and demonstrate a good capacity to improve through strong teamwork.

Partnerships with parents and carers are outstanding. Parents say that staff are very caring and approachable and have worked hard to create a bright, stimulating environment. They receive information about special events and activities, such as the Easter Egg Hunt in the wood through regular newsletters, informal discussions and the parents' notice board. Key staff carefully record the children's individual learning journeys and share their achievements and progress with parents on a regular basis. Parents are appreciative of the written reports they receive and the consultation meetings, which are held each term. They are very supportive of special events, such as the royal tea party and stay and play sessions. Links with the host school are outstanding and information is shared very effectively to ensure children enjoy a smooth transition into full-time education. The pre-school also benefits from the use of the school's hall and outdoor area. Staff care very well for children with special educational needs and/or disabilities, and those who speak English as an additional language, and liaise extremely well with parents and outside agencies.

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

Children benefit from being cared for in a welcoming, inclusive environment. They achieve well because activities are well-organised and staff value their ideas and interests and include these when planning future events. Staff evaluate the achievements of the children on a regular basis. Themes, such as ourselves, Easter and under the sea enhance the children's experiences. Children behave very well because staff are excellent role models who encourage them to respect rules and boundaries. They listen well during story times, take turns in activities and share their resources sensibly with other children. They have forged excellent relationships with staff and one another. Festivals, such as Diwali, Hanukkah, Christmas and the Chinese New Year are celebrated throughout the year and give children an excellent appreciation of the diversity of their world. They gain an outstanding appreciation of other lifestyles, cultures, customs, dress and food through carefully planned topics. Parents and staff are involved in explaining each of these festivals and help to organise food tasting experiences for the children.

Children develop a good understanding of keeping healthy and safe. Their health is promoted effectively through physical activities. They develop good control of their movements as they ride their pedalled vehicles and learn to balance on apparatus. They are encouraged to make healthy choices at snack time and use tools safely as they prepare fruit salads, smoothies and vegetable soup. Children understand the importance of brushing their teeth and benefit from talks on keeping safe from the police and fire services. They also learn about road safety and practise their road safety skills in their outdoor area.

Children are keen to take part in a good range of activities and achieve well. They show an interest in growing carrots, potatoes, leeks, onions and pumpkins in their outdoor garden. They are encouraged to independently select resources and initiate their own activities. They listen well to stories, such as 'The Three Little Pigs', and answer questions about the different types of materials their houses are made from. Their communication, language and literacy skills are developed well through their work on sounds and letters. Most children can write their names by the time they leave pre-school. Their creative skills are developed well as they use a range of shapes to print colourful patterns. They tunefully sing songs, such as 'Five Currant Buns' to practise their counting skills. Children enjoy learning about animals and search for mini beasts outdoors and build dens in the corner of their garden. Their physical skills are developed well and they benefit from visits from football coaches who help them to practise their football skills, balance and coordination. They create colourful collages for their art gallery and learn about recycling and how to take care of their environment. Overall, children enjoy their activities and are prepared well for future learning experiences.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children develop skills for the future	2

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