

Grove Pre-School

Inspection report for early years provision

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Inspector

Timothy Butcher

Setting address

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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*.

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Description of the setting

Grove Pre-school is a privately-owned group that was registered in 1992. The pre-school is based at the Grove Sports Centre, Nailsea, North Somerset, and operates from a large room and green lounge. The pre-school opens from 9.00am until 3.00pm on Monday, Tuesday and Thursday, and from 9.00am to noon on Wednesdays and Fridays, term time only.

The pre-school is registered on the Early Years Register. The pre-school is registered to provide care for a maximum of 24 children in the early years age range at any one time, of whom none may be under two years. There are currently 49 children on roll. The setting receives funding for free early education. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school employs eight staff, of whom seven hold level 3 Early Years qualifications. All staff work on a part-time basis. The pre-school is a member of a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settle very easily, and thoroughly enjoy their time at the pre-school. They make excellent progress in their learning and development overall because they have an extremely good range of play opportunities that are well planned to match their individual learning needs. Children benefit considerably from high quality interactions with the skilled and committed staff team. Highly effective relationships with parents and carers ensure the individual needs of children are very closely met. Children enjoy a very safe environment in which to play and their welfare is successfully promoted. There is a strong commitment to the continuous and sustained improvement of the provision, and this successfully leads to improved outcomes for all children, as the evaluation processes in place have many elements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- refining the planning of the use of the outside area to further support children's learning and development when outside.

The effectiveness of leadership and management of the early years provision

Overall the staff team have a comprehensive awareness of safeguarding issues and know how to protect children, because there are secure procedures to follow

should they have a concern about a child. Partnerships with other professionals are well established, so that emerging concerns are able to be dealt with effectively and at an early stage. Thus, children's welfare is very successfully promoted. All staff have their suitability checked and policies and procedures are meticulously updated and shared. The assessments of risk for the building and for outings are thorough and comprehensive, as children's safety is given the highest priority at all times. Children recognise how to keep themselves safe and show a mature understanding of safety issues such as road safety when going out with adults.

Resources and space are used extremely well to provide a very stimulating learning environment for children. The staff team work hard to ensure a consistently welcoming and child-friendly setting both indoors and outside. The continuous provision of high quality resources is closely monitored and is well planned to meet the individual developmental needs of children. Comprehensive planning, supported by high levels of communication between staff, mean that they are well deployed to support children both in structured adult-led activities and during the child-initiated, free flow activities. There is a relatively new enclosed area for children to take their play outside. Although this now provides a wide range of activities for children that cover each area of learning, the provision does not quite match the high quality of that of the inside. The pre-school also wishes to be able to provide outside activities in all weathers. The pre-school is taking suitable steps to ensure resources and the environment is sustainable.

A particular strength of the setting is the highly positive relationships that are established with parents and carers. The key-person system ensures that parents are kept very well informed about all aspects of their children's day, achievement, well-being and development. This ensures an excellent continuity of care and learning for all children. Parents are heavily involved in making key decisions about their children, such as through the use of questionnaires. Parents have regular discussions with key persons and some make regular comments in the learning diaries as well as through the use of "wow" statements. Parents are also very involved with activities and events such as the recent local carnival that involved children, staff and parents. The setting places the promotion of equality and inclusion at the heart of all that is done and these aspirations are shared at all levels. Adults are highly effective at ensuring that all children are well integrated and are able to fully participate, including those with specific needs. As a result all children's experiences are very positive.

The pre-school demonstrates rigorous self evaluation through a number of assessment processes. Key priorities have been identified and successfully implemented, such as the improvements to the outside area. The development of observation and planning processes is on-going and the high quality provision is sustained. Staff continue to update their knowledge through the training they undertake. As a result, outcomes in achievement and well-being for all children are at least good, and some are exceptionally high.

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

Children are eager to attend and the majority make significant gains in their learning and development, given their capabilities and starting points. They play a dynamic role in their learning and work well independently and with other children. They spend time engaged in self-chosen activities, where they are able to learn at their own pace and able to take their play in the direction that they choose. Experienced and skilled staff are on hand to support children's play and use the natural opportunities well to introduce ideas or provide additional resources that extend children's learning. All staff know children very well and all have a secure understanding of the Early Years Foundation Stage. They know how to support children's skill development and this very strongly promotes children's learning across each area of learning. All children enjoy and achieve because the exceptional organisation of the learning environment provides rich, varied and imaginative experiences for children, and meets their needs extremely well. Resources are numerous, well set out and creatively presented, and their use monitored. Children make a positive contribution in the setting. They avidly offer ideas and confidently share with the staff what they are doing. A child independently chooses to make a picture at the creative table. She chooses the resources from the wide range set out and confidently asks a member of staff to help her to cut card. The member of staff helps with the difficult cutting and skilfully guides the child to try safely for herself. The child happily explores cutting, sticking, recognising shape and colour; and successfully writes her name, all independent of further adult support.

There is a good balance of adult-led and child-initiated play. Key workers plan small group activities that are specifically targeted at consolidating individual skill development, such as name and letter recognition using children's self -registration name labels. Large group activities such as registration time and story time ensure all children are well supported to gain in confidence in the group and are given space and time to speak. Children communicate well in the vibrant learning environment as they are keen to share their ideas, talk about what they do and have their views sought and listened to. All children strongly benefit from the high quality interactions with the skilled and friendly staff team. Children show an extremely strong sense of security and belonging in the setting, including those who are new to the pre-school and are less confident or struggle with separation. Children show a very good awareness of themselves in relation to society and have a very wide range of activities and experiences that help them value diversity. A recent topic involved children in a range of activities linked to the theme of 'people from around the world'. This included making flags, and costumes; and some children, parents and staff took part in the local carnival. Most children make very good progress in their numeracy and literacy skills because they have plenty of opportunities to practice these skills through out their day. They mark make in a wide variety of situations both when outdoors using brushes, chalks and crayons and inside at the painting easel and sand tray. They count and sort big building blocks, categorise and compare sorting sets, and learn to recognise numbers. They sing counting rhymes at large group time, and outside when using the parachute. As a result children are well equipped with the fundamental skills they can use to

extend their learning.

All children have their health, physical and dietary needs met to an exceptional standard. They have excellent opportunities to get fresh air and to take their play outside. They learn about growing vegetables and dig and plant. Children thoroughly enjoy the wide range of physical activities in the new area and gain a secure understanding of the importance of regular exercise. Very good use is also made of the adjacent big open space. For example, adults and children take parachute material out and have great fun taking turns to run under it. They also go further afield, such as on a walk to the lake. Children show an excellent understanding of healthy eating through various topics, but also through their easy access to drinks and snacks. They make choices about what they eat and become independent through helping to serve themselves and take responsibility for washing their own plates and beakers.

Children feel secure and have an extremely safe environment in which to play because potential risks to children have been effectively minimised. Most children show a mature response to taking responsibility for their own and others' safety, appropriate to their levels of ability and understanding. The routines, such as tidy-up time, support their understanding of safety issues. They wear high visibility vests and hold each others hands when going out for walks with the staff, and these are very well-organised to ensure children's safety.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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