

# Grange Pre-School

Inspection report for early years provision

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**Unique reference number** 118182  
**Inspection date** 19/07/2011  
**Inspector** Sue Vale

**Setting address** Grange Primary School, Church Place, LONDON, W5 4HN

**Telephone number** 0208 799 2508

**Email**

**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**

Grange Pre-School is managed by a voluntary management committee made up of parents and carers of children at the pre-school, and is a registered charity. It opened in 1975 and operates from a converted building within the grounds of Grange Primary School/children's centre, South Ealing, in the London borough of Ealing. It is registered on the Early Years Register and the voluntary and compulsory parts of the Child Care Register. A maximum of 24 children may attend the pre-school at any one time. It is open each weekday from 9.15am to 12.15pm, and three afternoons a week from 12.15pm to 3.15pm, term time only. Children have access to a secure enclosed outdoor play area. There are currently 64 children aged from two years to under five years on roll. Of these, 18 children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports children with learning difficulties and/or disabilities, and those who speak English as an additional language. The nursery employs seven staff, all of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Good care and a programme of interesting activities develop children's confidence, social skills and curiosity at this happy and well-managed early years setting. Children's progress is carefully tracked and evaluated. Good care and welfare and the good monitoring of progress of every child ensures that children make good progress in their learning. Relationships between staff and children are outstanding. The manager and committee have good capacity for continuing to improve outcomes for the children.

## **What steps need to be taken to improve provision further?**

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

- ensure that policies and documents are regularly reviewed and updated and that they reflect the fact that the playgroup has moved into new premises.
- record more clearly the individual health and medical requirements of individual children so that all staff can clearly identify which children have specific requirements.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good, and staff are regularly trained in child protection. While there are policy documents covering all areas that are required, not all of them are fully up to date and have not yet been reviewed to reflect the move into the new

building. The new building has really enhanced the children's learning because the staff are able to offer an even greater selection of activities and experiences, particularly in the outdoor learning environment. The site is secure, and children playing in the outdoor area are carefully monitored. Site checks and regular risk assessments ensure that the children's health and safety is given the appropriate importance. Staff are aware of the individual needs of children ensuring that allergies or health requirements are carefully noted. However this information is not displayed clearly enough to ensure that all staff are clear about the requirements for children new to the playgroup. Fire drills are held regularly and are recorded and reviewed, to highlight for children the importance of prompt, calm responses to unexpected events. All staff are trained in paediatric first aid and are currently updating this requirement.

The setting is well led and managed by the manager whose clear ambition to provide the best for the children really supports the good team work. There is a good programme for staff training linked to professional development for individuals. Self-evaluation is good and accurately identifies strengths and areas for development. The recommendations of the previous inspection have been fully implemented, resulting in good improvements.

Engagement with parents and carers is good. They are greeted warmly and as one parent commented summing up the views of many, 'we love this playgroup.' The setting is well supported by parents with an active committee that supports the setting well.

Observations and assessments are regularly undertaken by all staff. These are recorded in individual learning journeys and show the good progress that children make in their learning.

As the building is new the resources available to the children are in excellent condition, offering all children a variety of challenge and stimulation. The setting promotes equal opportunities positively and discrimination of any sort is not tolerated. Children have good opportunities to learn about cultural diversity. Many resources, including books, have been selected to promote ethnic diversity, reflecting the diversity of the children who attend the setting. The outside area is used well and really supports the learning development of the children.

The setting and the adjoining primary school, and the children's centre have an excellent working relationship, sharing information and resources. The setting has a similarly good relationship with the local authority.

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

Children enter happily in to the setting. They are quick to pick up the daily routines and very eager and keen to participate in all the activities and experiences on offer. Staff have good knowledge of the Early Years Foundation Stage, and skillfully ensure that play activities advance children's learning. Key workers know the children in their care very well and this knowledge helps them to effectively support children in their learning. During the inspection several children were visiting 'big school' which they will be joining in September. The staff handled the transition very well so that children were well prepared and moved from one setting to another without any upset and returned to playgroup happily talking

about their new experiences.

The curriculum is good, covering each of the six areas of learning. Good organisation allocates 'messy' activities, such as painting and sand activities. During the inspection, children were engaged in some excellent imaginative play on the new pirate ship outside, and also 'cooking' in the home corner. Other activities included a range of imaginative games, sorting, painting, information and communication technology (ICT) and sharing books and stories.

All children without exception greatly enjoy the variety of activities on offer. Children's behaviour, and their consideration for each other, are outstanding. Indoors and outdoors, adults observed, or participated in, each activity, checking current learning and often encouraging children to make the next steps. Provision for those children new to learning English and those identified with special educational needs and/disabilities are good.

Children learn about healthy lifestyles, including the importance of a balanced diet. During the inspection, at snack time, they happily chose fruit and cut it into even smaller pieces! At all times, they have access to milk and fresh water.

Relationships between children and staff are excellent. The good use of questioning, and role modeling of language by staff really enhances children's spoken language and decision making. Children know that staff value their opinions, and will always respond promptly to suggestions and requests thus contributing positively to the smooth running of the centre. The staff's close attention and good care quickly settle the children, Children are confident learners eager to try out new activities and they feel safe and secure in the building and outside area.

Children are developing good self-care skills. They routinely wash their hands after painting activities, and at snack time and after using the toilet. Children are developing good skills for the future, including social interaction, confidence in persistence in activities and the ability to question and make decisions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	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