

# Grovely Pre-school

Inspection report for early years provision

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**Unique reference number** 145987  
**Inspection date** 10/05/2012  
**Inspector** Anna Sketchley

**Setting address** Wishford First School, West Street, Great Wishford,,  
SALISBURY, Wiltshire, SP2 0PQ  
**Telephone number** 01722 792892  
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**Type of setting** Childcare - Non-Domestic

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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**

Grovely Pre-school is a committee-run pre-school that registered in its previous premises in 1986. It now operates from a self-contained unit within the grounds of Great Wishford Primary School in Great Wishford. The pre-school has one large indoor play space and access to a fully enclosed outdoor play area, kitchen and cloakroom facilities as well as use of the school playground and adventure trail. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children may attend the setting at any one time and there are currently 19 children on roll from three to five years. All of these receive funding for free early years education. The pre-school opens five days a week of which Tuesday, Wednesday and Thursday are 9am to 3pm and Monday and Friday are 9am to 12.30pm during school term time only. The children attend for a variety of sessions and those who stay all day bring a packed lunch. There are four members of staff all of whom have appropriate early years qualifications. Three hold a level 3 National Vocational Qualification and one holds a level 2. The setting works closely with the school and receives support from the Wiltshire Early Years Development and Childcare Partnership.

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

Overall the quality of the provision is outstanding.

Grovely Pre-school is an outstanding setting run by a highly effective manager and her team of skilled and dedicated practitioners who ensure that each individual child's needs are very well met through excellent planning and assessment. Children experience exciting and stimulating activities and are exceptionally well cared for and safe, ensuring that they make rapid progress in their learning and development. The partnership with parents and carers is very well established and excellent links exist with the host school. The pre-school is currently developing a garden in the outside area to further enhance its already excellent outdoor learning experiences. Rigorous self-evaluation and the drive and ambition to continue to develop its practice, ensures that the pre-school has an outstanding capacity for further improvement.

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

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

- provide more opportunities for children to build upon their knowledge and understanding of the world around them by introducing them to growing simple fruits, vegetables and plants.

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

There has been significant improvement to safeguarding since the last inspection and this is now an exceptionally strong feature. All policies and procedures are rigorously carried out through daily routines and checks, especially in the outside area, and adults are fully trained in first aid and child protection. Children learn how to keep safe, demonstrating excellent knowledge of procedures in case of fire through their current topic about 'people who help us'. They play safely both indoors and outside, listening carefully to instructions. Healthy eating has a high profile. Children enjoy appealing fruit snacks, cheese and raisins and parents and carers are encouraged to send healthy packed lunches. As a result children learn in an exceptionally safe, healthy, calm and enjoyable environment at all times. The pre-school is extremely well led and managed, staffing and resources are generous. A move to new premises, excellent drive and ambition, a very positive attitude towards self evaluation and the acceptance of advice from the local authority has led to very good improvement in many areas of the pre-school's provision. Correct priorities have been identified and swiftly acted upon, driving forward further developments. For example, improved planning and assessment is pinpointing with greater accuracy the next steps in learning for each child, especially in number and physical development, both of which were previous recommendations. Excellent systems are now in place for detailed daily, weekly and long term planning and assessment in all areas of learning, ensuring that the needs and interests of all children are very well met, particularly the oldest children about to transfer to Reception. An exemplary record exists for each individual child in the form of a 'Learning Journey'. These regular assessments and observations, accompanied by many annotated photographs are shared with parents and carers and provide a very comprehensive learning record for each child. It is an exceptional strength of the setting. The staff's considerable commitment to professional training, especially children's talk, provides a very skilled workforce. As a result of these exemplary procedures children make exceptional progress. Equality and diversity are embedded exceptionally well and the pre-school is fully inclusive. All children are treated equally and there is no discrimination. An excellent partnership exists with the host school and effective transition arrangements ensure a seamless transfer when children join the Reception class. External agencies, particularly advice from the local authority childcare partnership, are very well used when required and very good links have been forged with another nursery because some children experience dual provision. The pre-school supports the local and wider community exceptionally well through fund raising events and such occasions as 'Oak Apple Day'. Parents and carers value the pre-school very highly, saying that their children are very safe and extremely well cared for and really enjoy coming. They respond exceptionally well to the many opportunities to join in with their child's learning and development. An example of this is the number of parents willing to help develop the new garden area. Communication on the notice board is excellent.

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

Children are warmly welcomed on arrival and learn to identify their names as they self register. They gather happily together on the carpet joining in a discussion about the smoke alarm and fire bell, being able to explain that it means 'go outside to the playground'. Children move excitedly to stimulating and well organised activities. They quickly become confident, motivated and develop self-esteem because of the imaginative provision. Through the theme 'people who help us', adults interact exceptionally well with children, encouraging talk, and providing excellent opportunities to extend children's language skills as children dress up as fire-fighter and police officer and play with high quality toy, fire and police vehicles. Children practise their fine physical skills as they make marks with a wide variety of interesting tools and highly coloured paint. Adults carefully assess children's learning and development when working one to one sorting small coloured fire engines correctly into coloured bowls. Older children sound out and write their names in preparation for Reception. Children co-operate, share and take turns very well whilst practising their counting skills in a game of snakes and ladders. Outside they revel in a game with the parachute. They listen very carefully to instructions and gain huge enjoyment from being chosen by each other to go under the parachute, even choosing and including an adult. Behaviour is exemplary as children wisely use the space outside and learn excellent personal and social skills, enjoying making a very positive contribution to the pre-school when tidying up and helping with snack time. Children have an excellent understanding of keeping safe and healthy, knowing that fruit is good for you and that they must wash their hands before snacks 'so you don't get germs'. They listen very carefully and observe rules and boundaries as they choose their fruit, saying 'please' and 'thank you' very politely. The outside area and the school playground provides very good opportunities for children to exercise very energetically with small equipment and to practise their coordination skills on wheeled toys and the climbing frame. However, there are fewer opportunities for them to learn about growing things. They enjoy local walks and taking part in the 'Duck Waddle' to raise money for charity, further supporting their excellent, positive contribution. The pre-school ensures that children learn and understand about people of other faiths and cultures through excellent resources such as persona dolls, books, puzzles, songs and dressing up clothes. Children learn about the world around them as they enjoy visits to the farm, go on a bus to a lake to learn about 'what lives under a log' and visit the fire station. They benefit significantly from visitors such as the local police with a police car, and the Forest Schools Officer. Excellent opportunities abound to learn about their community as they join in the unique 'Oak Apple Day' village celebration. All the skills they learn, especially the first phase of recognising sounds and rehearsing numbers, as well as developing very good personal and social skills, prepares them exceptionally well for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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