

Little Grove Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Little Grove Pre-School registered in 2000 and is one of two pre-schools run by Village Pre-schools Limited. It operates from a self-contained building in the grounds of Hall Grove Co-Educational Independent School in the Bagshot area of Surrey. The pre-school is open each weekday from 8.30am until 3.40pm during term times. During some school holidays, a holiday camp is also offered, running from 9am to 1pm. Children have access to an enclosed, outdoor, play area.

The pre-school is registered on the Early Years Register. A maximum of 35 children may attend the pre-school at any one time. There are currently 72 children in the early years age group on roll. The pre-school is currently in receipt of funding for free early education for three- and four-year-olds. The pre-school accepts children from two to five years of age. Children come from a wide catchment area and can attend for a variety of sessions. The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school employs 13 staff. Of these, 12 hold appropriate early years qualifications. The pre-school has successfully completed a local authority quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children relish their time at the pre-school. They are happy and confident as staff are sensitive to children's individual needs. All children are highly valued and included. Children receive excellent care and education, with all staff striving to ensure that children learn through their play by providing interesting and worthwhile activities. Excellent systems for monitoring and evaluating the pre-school's practice are in place to enable outstanding continuous improvement to take place. Parents and children are welcomed into a warm and friendly setting by staff who, overall, meet children's welfare and learning needs with great success.

What steps need to be taken to improve provision further?

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

- strengthening staff's awareness of the needs of children with English as an additional language to further enhance practice.

The effectiveness of leadership and management of the early years provision

The high aspirations of staff and their close communication with the owner/manager ensure there is excellent team work from all adults. As a result, they are all motivated and work hard to offer children a high quality environment where they can feel safe and secure. Arrangements for safeguarding children are extremely robust. Staff undertake training in child protection and have a very thorough understanding of safeguarding procedures. Clear processes for recruitment and vetting of new staff help to ensure all adults working with children are suitable to do so. All staff are vigilant. They responsibly use risk assessments to highly foster children's health and safety inside the nursery, as well as outside and on outings. The management team has high aspirations for quality, which is evident through ongoing improvement in consultation with staff, parents and children. One of the pre-school's strengths is how very well the staff work together. They have regular staff meetings to ensure that they fully share information and they are all included in the decision making. This greatly enhances their practice and has a highly positive impact on children. A comprehensive range of policies and procedures helps to ensure that children's welfare needs are fully met. The pre-school is organised to provide a highly stimulating learning environment, with access to very well resourced areas that children can explore freely. Systems are in place for self evaluation of the pre-school for staff to reflect on their excellent practice and prioritise any areas for improvement. Children play in a fully inclusive environment where staff extensively promote equality and diversity so that children learn about valuing each others differences. An excellent partnership between the pre-school and parents ensures they share key information. Parents express enormous confidence in the standard of care, communication and their children's preparation for the future. They say they feel welcomed into the setting and praise staff for the excellent support they give to children. Staff recognise the importance of having excellent relationships with parents to secure children's excellent progress. Use of regular newsletters and a parents' notice board ensure they keep families fully informed. Staff share children's assessment records with parents; they discuss next steps in children's development so that they are fully involved in their child's learning. The links with other providers and local schools that children move onto, are in place and highly effective for continuity in children's care and learning. Children with special educational needs and/or disabilities' are very well supported by staff. The pre-school is developing and enhancing resources to support children with English as an additional language. Children are learning about wider society and differences through using a variety of resources that show positive images of diversity, such as books, role play and dressing-up clothes.

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

Children thrive in the stimulating and imaginative environment that the highly motivated staff team creates for them. Staff are all enthusiastic and confident;

their positive attitude helps children feel confident to build on their self-esteem. Children thoroughly enjoy their learning and achieve extremely well in relation to their starting points. This is because the environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles. Staff create a highly challenging and stimulating environment, where the atmosphere is positive and encouraging. Throughout the pre-school, children make excellent progress in all areas of development. They are confident and keen to join in activities and develop warm relationships with each other and staff. Staff make ongoing observations of children to identify the next steps for each child. Systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning.

Children flourish at the pre-school. They are secure and safe and feel a sense of belonging, fostered by consistent care from staff and the excellent resources. Children's independence is promoted very well. They develop skills, such as putting on their coats, pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. The staff team promotes children's development through an excellent balance of child-led play, adult-led activities and interesting resources. During the inspection, children were making Olympic torches and discussing the events in which they would like to take part. One of the great strengths of the pre-school is the use of the outdoors. Staff take children for walks within the extensive preparatory school grounds. There is also access to an outside classroom within a woodland area. The outside play area has a range of exciting resources to stimulate children's interests and provide many opportunities for learning and enjoyment. Pre-school children particularly enjoy growing their own vegetables, which they then cook and eat. Playing in the outside area provides excellent opportunities for children to develop physical skills and knowledge and understanding of the world. Children ride a range of wheeled toys and learn to climb, balance and catch. During the inspection, children thoroughly enjoyed making paper aeroplanes and flying them. Children learn very good hygiene routines as they wash their hands before eating and after using the toilet. Excellent systems are in place to inform staff of any health or dietary issues children may have; staff keep thorough records of accidents and medication administered. The pre-school provides an excellent variety of healthy and nutritious snacks which children help prepare. Children behave exceptionally well. Staff are excellent role models, promoting listening and helping children to become sensitive to each other's needs. Children learn to share, take turns and play very well together. They develop friendships and interact with staff and each other very well. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them prepares them superbly for future life.

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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