

Grindleford Pre-School

The Bishop Pavilion, Main Road, Grindleford, DERBYSHIRE, S32 2JN

Inspection date	16/10/2012
Previous inspection date	16/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in their learning and development and are supported well by knowledgeable staff.
- Staff readily help children learn about how to keep themselves safe and healthy through everyday routines and practices.
- Children are happy, interested in their activities and eager to try new experiences. They show good levels of curiosity, imagination and positive behaviour.
- Children's experiences of the outdoors are enhanced by the daily walk into the natural environment.
- Partnership with parents, staff and the management committee are strong and a good development plan is in place to promote sustainability.

It is not yet outstanding because

- Systems for engaging all parents to contribute home observations of their own children to their learning journeys is not yet fully in place.
- The procedures for monitoring and assessment of the educational programmes are not completely embedded and developed to fully promote consistency across the team.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector undertook a joint observation with the acting supervisor.
- The inspector observed activities in the main play area which included story time, free play, leaf rubbing and outdoor play.
- The inspector accompanied children and staff on the daily walk into the natural environment.
- The inspector held meetings with the pre-school acting supervisor, the chair of the management committee and local authority improvement officer.
- The inspector looked at children's learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan and key policies.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Christine Walker

Full Report

Information about the setting

Grindleford Pre-School opened in 1975. It is managed by a management committee and operates from the Bishop Pavilion in Grindleford in the Derbyshire Peak District. The pavilion overlooks the cricket pitch and open fields. There is ramp access to the building. The pre-school serves the local rural community and children attend a variety of sessions. Children have use of one main playroom and access to a secure outdoor play area. They are currently caring for 11 children aged from two years to four years. The pre-school operates three times a week, on Tuesday, Wednesday and Fridays from 9.30am to 1.30pm during school term time only.

The group is registered on the Early Years Register. The pre-school receives funding for the provision of free early education to children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and particular groups of children who may be disadvantaged, such as children from low income households. There are four staff employed to work directly with the children, one of whom holds a degree and Early Years Professional status, two of whom hold an appropriate early years qualification at level 3 and one who is working towards this. The pre-school receives support from the local authority and has recently received a sustainability grant.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further means of involving parents in home observations, assessment and planning for their child
- develop clear systems to ensure the ongoing evaluation of practice promotes improvement and consistency
- monitor the impact of the new planning, observation and assessment systems to ensure children's learning continues to be extended.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle well in this welcoming environment where their learning and development is effectively supported by staff who have a good understanding of how to encourage and develop their learning through play. The quiet and calm atmosphere enables children to feel confident, take pleasure in their own achievements and engage well with the learning environment. The ethos of the pre-school focuses on developing the whole child through routines and activities of daily life and providing play opportunities for learning to take place. These are grounded in the characteristics of effective learning. Children are actively encouraged to be creative and curious through the open-ended play resources provided. For example, the small world area contains an extensive range of resources in baskets. These include a train set, farm animals and cars and non-directive resources like tree blocks, wooden arches and drapes. Children eagerly combine these resources to create scenes, which allow them to explore and imagine. A child created a farm and became engrossed in taking the cows out of the field for milking.

The educational programme enables children to freely make their own play choices, either indoors, or through free-flow play into the secure outdoor play area. For example, they develop their imagination and curiosity as they enjoy the role play area and the non-descriptive natural resources on offer in baskets, such as conkers, corks and pine cones became 'food'. The adjacent den building area allowed for further extension of their imaginative play and was well used throughout the session. Children freely access the craft activities where the activity is orientated towards the process rather than the product. These activities are developed with the addition of resources as the week progresses. Children play with the dough, combining the colours and rolling it into worms. Older children skilfully write their own name on their picture whilst younger children are displaying emerging writing skills. There is a balance of adult-led and child-led activities throughout the session. For example, circle time and story time are effectively led by adults and children enjoy re-enacting the story and singing number rhymes with hand-made props.

The outdoor environment enabled children to build with boxes, planks, crates and string or play with dry sand. Children explore the properties of the sand by pouring it down a piece of guttering, and filling and emptying buckets with a variety of scoops and spades. Staff encourage children to problem solve for themselves, allowing them time to think and by asking open ended questions. For example, a child was pouring sand down the guttering when he turned it over and then indicated to a staff member that the sand was now going onto the box not down the guttering. The child supported by the questions solved the problem. Staff stand back and observe the children and intervene only when necessary during free play to support children's learning.

The daily walk into the adjacent countryside enables the children to explore the natural environment. Children excitedly discuss if they will see the ducks in the river. This activity provides a wealth of learning from making leaf kebabs, 'I prefer strawberry kebabs', reflects one child. Children collect autumn leaves and twigs, play Pooh sticks as they cross the bridge over the river, watch the sheep and observe a rainbow. Children measured sticks against each other and used words, such as big and little.

Systems to assess children's starting points on entry and transitions to school are good. Staff work closely with parents from the beginning to find out about their children's interest and capabilities and liaise with them regularly. Staff get to know individual children well through discussions with parents so that they know how to respond and support them in their individual learning and development.

Staff plan for individual children via a next steps sheet, which is completed at the beginning of each term. Next steps are noted for each of the prime areas of learning and for one of the specific areas of learning and for the characteristics of effective learning. This feeds into the weekly plans alongside their observations. Staff reflect on the planning and use it to plan the following weeks activities. A child's learning and development is monitored through a Development Matters grid. This information is referenced in the child's learning journey. This system of planning is relatively new and is still bedding down. Staff are currently looking at ways to encourage further contributions from parents and carers to the learning journey files. Staff liaise well with parents and other professionals to ensure that children with more specific needs are supported in their development.

The contribution of the early years provision to the well-being of children

Children are developing secure attachments because the staff are deployed effectively through the key worker system. They know the children well and they respond to their individual needs. Children demonstrate that they feel safe because they move between their chosen activities freely and they approach the staff for comfort and reassurance as they need it. For example, children climb onto a staff member's lap when reading stories and they ask for assistance when required. Staff manage behaviour effectively. They reinforce clear guidelines when necessary and take time to explain to children the impact of their actions on others. Staff allow the children the satisfaction of gaining pleasure from their own achievements so that children feel secure and develop their self-confidence and become independent learners.

Pre-school children develop good self-care skills, for example, as they are encouraged to wash their hands or take a tissue to wipe their noses. Older children are encouraged to become independent in using the toilet with the provision of a low step at the sink and toilet. Children have snack time as a group and the transitions from free-play to snack time is managed seamlessly by staff singing a song so that children have time to finish their play in their own time. Children pour their own drinks at snack and lunch time and volunteer as 'busy bees' to help serve the snack and pass out the plates and cups. They eat healthy snacks and choose what they want to eat and drink. Parents provide a healthy packed lunch which the children eat together. After lunch they are free to return to free-play activities. Older children help the younger children spontaneously. For example, a young child was struggling to put a wellington on and on noticing this, an older child immediately stepped in to help. Staff are helping children to become further independent as coats are placed by the outside door easily accessible for the children. This planned

change was implemented on the day of the inspection because staff had realised that children could not fetch their own coats from the high coat pegs across the hall.

Children learn how to keep themselves safe as they hold hands when crossing the road. Staff explain the need to watch for cars and all cross the road together. They know the importance of health and exercise. Children take care when using scissors and other equipment. Staff rigorously maintain procedures to support safeguarding, such as attendance recording, mobile phone policy and a visitor's book. Parents are confident to speak to any staff member in addition to their key worker to raise any concerns or discuss aspects of their child's day. The parents spoken to were all happy with the service provided by the pre-school.

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

The new management committee and newly temporary supervisor demonstrate a good commitment and enthusiasm for developing the quality of the provision. The pre-school is well supported by the management committee whose chair has a clear sense of responsibility for her role within the setting and for ensuring the legal requirements are met. For example, she works closely with staff and parents to implement changes and develop sustainability for the setting and plan for ongoing improvement. There is a strong dynamic vision for the future of the pre-school, which includes the development of a forest school. A comprehensive audit and action plan has been produced, which clearly shows the way forward. The pre-school has completed a self-evaluation document, which involved the views of staff, the management committee and parents. A recent comprehensive questionnaire sent to parents and the wider community has helped to formulate the direction of the pre-school. Changes are in the process of being put in place as a result of this, for example, an increase in the number of sessions with the possibility of opening for one full day.

Parents are provided with good information about the setting through a welcome pack, which includes a CD containing policies and procedures. A parent's notice board with details of forthcoming events, newsletters and weekly emails help keep parents informed. Staff make time at the beginning and end of the sessions to provide parents with opportunities to informally discuss their children's progress, achievements and recent experiences. The pre-school has good working relationships with the local primary school, health visitors, local authority development workers and other settings in the locality.

There are clear procedures for ensuring the suitability of those who work at the pre-school and the small staff group work well together. Recent changes to the staff team are effectively taking the pre-school forward and implementing change. For example, a consistent core environment and an established routine allow time for children to fully engage in their play. However, systems are not completely developed to ensure these are monitored to promote continual improvement, and evaluation of practices needs to become a fully embedded part of the pre-school. There are clear recruitment and selection processes in place and staff show a good commitment to taking on a range of training to support ongoing development. Recommendations from the previous Ofsted inspection

have been addressed.

The setting has recently updated the systems to observe, assess and monitor each child's progress. This is recorded through each child's learning journey that contains ongoing observations and photographs. The key workers evaluate each child's progress and use the observations to assist with the planning of their individual next steps. Children in need of extra support are identified and strategies are implemented, for example, the use of signs to support language development. Detailed 'All About Me' forms are completed and the setting seeks parent's thoughts on their children to inform starting points. The child's learning journey is shared with parents. However, parents are not yet fully engaged in contributing their observations of their children's development to their child's learning journeys. The pre-school has started developing a system of monitoring the progress of groups of children and their progress in different areas of learning, although this recent development is still in its infancy.

Children are safeguarded very effectively. They are cared for by staff that have been fully vetted to ensure their suitability. Staff are aware of their responsibility in protecting children from possible abuse and the setting has clear policies and procedures to support staff. The environment is risk assessed on a daily basis and action is taken to eradicate or minimise any risks to children. All visitors are greeted when they arrive and children's arrival and departure is closely monitored and supervised by the staff. During the session the main doors are secure, which enables the children to move safely and independently around the building. All the children attending are treated as individuals and with respect by the dedicated and enthusiastic staff team who provide them with a safe environment and interesting activities that promotes their feelings of well-being and belonging.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	206778
Local authority	Derbyshire
Inspection number	818049
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	11
Name of provider	Grindleford Pre - School Playgroup
Date of previous inspection	16/06/2009
Telephone number	07964 890248

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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