

Grosvenor Community Pre-School

Appletree Gardens First School, Appletree Gardens, Whitley Bay, Tyne and Wear, NE25 8XS

Inspection date	30/04/2013
Previous inspection date	21/10/2008

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

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills which supports their readiness for the next stage in their learning.
- Children develop exceptional mathematical skills for their age. This is because staff make excellent use of routines, such as snack time, to encourage early counting.
- Children develop as confident talkers and express themselves effectively. This is because staff provide a range of activities and opportunities that enhance their communication and language skills.
- Children are supported in their learning at home as very good partnerships are in place to involve parents in their child's learning and development.

It is not yet outstanding because

- There is scope to improve access to some resources in the indoor environment to extend opportunities for children to make choices about their activities.
- Children's independence skills are not fully promoted as they are not always given opportunities to pour their own drinks at snack time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor areas.
- The inspector carried out an interview with the manager and looked at a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Nicola Jones

Full Report

Information about the setting

Grosvenor Community Pre-School was registered in 2006 on the Early Years Register. It operates from a classroom within Appletree Gardens First School in the Whitley Bay area of North Tyneside, and is managed by an individual. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds a foundation degree in early years and education.

The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12pm, Monday to Friday, and 1pm until 3pm, every day except Thursday. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the accessibility of the indoor resources to encourage children to make more independent choices

- strengthen the development of children's independence further, for example, by allowing them to pour their own drinks at snack time.

Inspection judgements

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

Staff have good knowledge of the Statutory Framework for the Early Years Foundation Stage and have implemented recent changes into their practice. For example, a display of photographs effectively links children's learning and development to the Characteristics of Effective Learning. All staff consider the individual needs, interests and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. As a result, children represent their experiences in play and thoroughly enjoy the time they spend at the pre-school. This is echoed by the views of parents and carers who speak highly of the quality of activities and opportunities provided to support their child's learning and development. Each area of learning is implemented

through planned, purposeful play and through a mix of adult-led and child-initiated activity. Staff develop children's confidence well as they sit alongside them and encourage them to try new activities. For example, they support children to plant seeds and praise their efforts when they successfully fill cups with compost and use jugs to water them independently.

The quality of teaching is consistently good and occasionally outstanding. Staff have a very good understanding of how to promote the learning and development of young children and, as a result, they make good progress overall. Children's mathematical skills are significantly enhanced when staff support them to count and recognise numbers beyond 10. They make excellent use of routines, such as snack time, to encourage them to count the number of children on their table. Children show exceptional skills for their age when they count with accuracy and ensure they include themselves when they give their final number. Staff use descriptive words like 'big' and 'little' in everyday play situations. For example, when children bring shopping bags of food from the role-play shop, staff ask, 'can you show me a little tin?' and 'How many items have you bought?'. This enables children to begin to use the language of size and encourages them to count the things they see.

Children develop effective communication skills as they play together in the outdoor sand tray. They make comments, such as 'this is fun, isn't it?', as they fill and empty buckets and explore a wide selection of shells, scoops and containers. Staff talk to children about what they are doing and ask questions, such as 'I wonder what you are going to do with the buckets today?'. This enhances children's thinking skills and enables them to use language as a means of expressing their thoughts and feelings. Language and literacy skills are further developed when children read words on food packets and boxes in the role-play shop and listen carefully to descriptions of objects beginning with the letter 't'. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy threading beads onto coloured laces, use markers to write on white boards and show control in holding and using paint brushes and other mark-making tools in the sand tray. In the outdoor environment, children use chalks to develop early writing skills, ride bikes and other vehicles and crawl through tunnels. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff have high expectations of all children as they complete a range of good quality assessments. These show the age-bands that children are working within as detailed in the guidance document, 'Development Matters in the Early Years Foundation Stage'. Tracking over time demonstrates progress. Individual learning journey books are completed for all children. Parents have access to this information which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Parents and carers spoken to on the day of inspection describe how much they value the opportunity to read their child's book and appreciate ongoing opportunities to discuss the progress their child is making.

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

The manager and her staff team provide an environment which is warm and welcoming. A well-established key person system is in place and staff are skilled and sensitive in helping children form secure emotional attachments. Children settle very quickly and parents speak highly of care practices which support children to develop confidence in new social situations. A wealth of good quality information is shared when children begin attending the pre-school. Parents complete 'All about me' documentation which enables staff to provide continuity in children's emotional and physical well-being. Children are supported to develop competence in managing their personal needs, relative to their age and stage of development. Staff ensure the individual needs of all children are well met. For example, systems are in place to ensure children are changed appropriately when they have toileting accidents. Children are equally well supported when they transfer into Appletree Gardens First and other local schools. They make visits with their key person and become familiar with key members of staff and their new environment. As a result, children are well prepared for the next stages in their learning.

Staff show care and concern for children's physical well-being and demonstrate this when they comfort children who arrive upset after falling on their way into pre-school. Children form positive relationships with each other and increasingly show high levels of self-control during activities. For example, they learn about safety when using the tunnel in the outdoor area and ensure they enter at one end to avoid colliding in the middle. Children's behaviour is good. This is because staff implement an effective behaviour management policy and demonstrate good awareness and understanding of ways to manage children's behaviour, taking into account their age and stage of development. This ensures children are aware of rules and expectations within the pre-school and develop an awareness of acceptable behaviour. Staff reinforce the importance of walking in the pre-school room and remaining quiet when travelling through the school building to avoid disturbing children working nearby.

Staff provide a wide variety of toys and equipment, in the indoor and outdoor areas, and children are able to independently access most resources. However, some resources in the indoor environment are not easily accessible and children cannot always see what is available to choose from to support their independent learning. For example, access to the storage unit containing small world equipment is occasionally obstructed by the large activity table. Daily risk assessments ensure the areas used by children are free from hazards and staff consistently give high priority to the safety of children.

Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a nutritious and balanced diet. A range of fresh, healthy fruit is offered to children at snack time and they are offered a drink of milk or water. Children develop their independence skills as they pass a plate around the table and choose their own fruit from the selection available. However, opportunities to further develop children's independence are not provided. This is because they are not always able to pour their own drinks. Children's health and well-being is promoted in the outdoor area where daily opportunities are provided for children to explore, use their senses and

be physically active and exuberant. Staff effectively develop children's movement skills through games with cones, quoits, bean bags and hoops.

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

The manager has a good understanding of the Statutory Framework for the Early Years Foundation Stage and uses this well to support children in their learning. Planning and assessment systems are monitored effectively and have been adapted to reflect changes in the framework. The manager works alongside staff in the pre-school room and allows her to gain first-hand knowledge about what is working well and address issues raised. Documentation for tracking children's progress is in place. The manager maintains an overview of this information so that individual children's strengths and weaknesses are effectively addressed. Staff are well qualified, experienced and motivated, demonstrating an enthusiasm for their work with commitment to improving achievement for all children. Staff are well supported and benefit from comprehensive induction arrangements, regular supervision and appraisals. This helps them to identify their strengths and areas for further development. As a result, morale is high in the pre-school and staff are committed to improving and understanding their practice.

The manager and her staff team fully understand their responsibility in safeguarding children and demonstrate good awareness of their duty to inform Ofsted of any significant events. An effective safeguarding policy is in place, this includes the procedure to be followed in the event of an allegation being made about a member of staff. Staff have good knowledge of procedures to follow should they be concerned about a child and know who to contact for additional support and advice. Staff keep accurate records of accidents and first aid treatments administered to children and a first aid box is accessible at all times, with appropriate content for use with children. There are clear procedures in place for the use of cameras and mobile phones. Permission is obtained from parents for pre-school staff to take photographs of children and effective measures are in place to ensure images are stored confidentially and used only for professional purposes.

Partnerships with parents and other agencies are well established and make a strong contribution to meeting children's needs. Parents use words, such as 'brilliant', 'caring' and 'fantastic' when describing the relationship they have with staff. There are good links with the local children's centre and parents are effectively signposted, when appropriate, to additional support. Managers and staff have been proactive in their approach to sharing information with other schools and settings children attend. Meetings between professionals take place to share planning. This ensures there is continuity in children's learning and development and a clear picture of the child is obtained.

Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff and opportunities for parents to talk openly to staff or provide written comments on questionnaires. Children share their views with staff through group discussion time and are actively involved in the development of the pre-school. The managers and staff have a strong drive to improve the pre-school and have a clear and successful improvement plan that supports children's achievements over time.

There are future plans to incorporate a pirate ship into the outdoor area which aims to further promote children's communication, language and physical skills. The managers work well with the local authority which further enhances the self-evaluation process.

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 action. 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	EY339272
Local authority	North Tyneside
Inspection number	878202
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	40
Name of provider	Grosvenor Community Pre-School Committee
Date of previous inspection	21/10/2008
Telephone number	07960 528861

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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, which are usually the childminder's 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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