

Grendon Pre-School

The Old Chapel, Main Road, GRENDON, Northampton, NN7 1JW

Inspection date

09/07/2013

Previous inspection date

25/03/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are cared for in a caring and nurturing environment. They are happy and settled because their emotional needs are effectively met by the staff.
- Staff understand how to promote the health and safety of the children in their care. Safeguarding procedures are secure. As a result, children are appropriately cared for and protected.
- Children have access to a good range of resources and can move freely between indoor and outdoor play space.

It is not yet good because

- The quality of teaching is not always sufficiently focussed to fully challenge children's learning; to encourage them to think, practise and refine their skills. Therefore, children's learning and development is not always fully maximised.
- Ongoing assessment of children's learning and development are not always consistently linked to the planning of activities. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs.
- Staffing arrangements are not always effectively organised to meet the needs of the children at all times. As a result, learning opportunities are not always fully optimised.
- Procedures to monitor the effectiveness of the planning, the quality of teaching and the deployment of staff are not always sufficiently rigorous. This means that children make satisfactory, rather than good, progress.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the pre-school room and outdoor play area.
- The inspector spoke to the nominated representative of the committee, two committee members, the manager, staff and children.
- The inspector looked at children's learning journey records, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Grendon Pre-School was registered in 1978 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a committee-run group. The pre-school is located in the village of Grendon, Northamptonshire and operates from a converted chapel. All children share access to a secure, enclosed outdoor play area. The pre-school serves the local area and is accessible to all children.

The pre-school employs six members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during term-time only. Sessions are from 9am until 2pm on a Monday, Tuesday, Thursday and Friday and from 9am until 3.15pm on a Wednesday. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable experiences for all children by: improving the consistent use of appropriate teaching strategies that take into account the different ways children learn
- ensure assessment is linked to the planning of activities in order to consistently provide all children with activities that are fully matched to their learning needs
- ensure staff are appropriately deployed to fully support the children's learning and development.

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

- develop performance management procedures further to ensure that the planning, quality of teaching and staffing arrangements are consistently monitored so that children make good progress.

Inspection judgements

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

Staff are continuing to develop their knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. As a result, children are making satisfactory progress in their learning and development, in readiness for school. During each child's induction, key persons obtain 'All about me' information from parents on what their child already knows and can do. This information is then used to aid the settling-in and initial assessment process. Staff subsequently use ongoing observational assessment to identify children's interests, different learning needs and physical abilities in order to track their progress. However, the identified priorities are not always routinely used to inform the planning of challenging experiences in all areas of the children's learning. As a result, children are occasionally not provided with challenging activities that are fully matched to their learning needs. Through a combination of informal conversations and access to assessment records parents are kept adequately informed about their child's progress and attainment. Parents are encouraged to contribute to assessment by sharing their observations of their child's learning at home. They receive newsletters and have opportunities to borrow story sacks and books to share with their children at home. Staff effectively complete the Early Years Foundation Stage progress check for children at aged two so they are aware of children's progress at this stage and can share this information with parents.

Children's personal, social and emotional development is given high priority by the staff. Independence is promoted well and during each play session children can move freely between indoor and outdoor play space. The choice of activities is varied in both areas. Children confidently make decisions about where they want to play and what activities to play with. Friendships are appropriately fostered. Children extend and elaborate play ideas together as they build models out of the construction materials and use their imaginations during role play activities. For example, children prepare meals for one another in the home corner, place the chairs in a row and pretend to go on a train journey and use tools to mend the overturned car. Children's developing physical skills are effectively encouraged. For example, children pedal and steer ride-on wheels toys and enjoy accessing the climbing frame and slide. In addition, children's manipulative skills are developing well. They mould, roll, use tools and make marks in dough and hold the scissors and writing materials with increasing control.

Staff join in children's play offering appropriate support and encouragement. For example, children are encouraged to make 'stop' and 'go' signs to help direct the vehicles as the children move them around the outdoor area. In addition, staff support children's developing literacy skills. This is because staff share story books with the children and read stories to them, which stimulates discussions, for example, about the life cycle of the butterfly and frog. In addition, staff develop young children's awareness of words because they create an environment that is rich in print; posters are displayed, toy boxes are appropriately labelled and key words are mounted on the walls. Older children are beginning to recognise their own name and are beginning to link sounds to letters. However, occasionally the planning of the session and the deployment of staff has an impact on the quality of the learning provided. This is because on the day of the inspection planning lacked sufficient focus. In addition, a senior member of staff spent time dealing with administration issues and the organisation of the snack, instead of being actively engaged in promoting the children's learning and development. As a result, learning opportunities were not always fully optimised during this time.

Staff support children's communication and language development appropriately and most children express themselves with growing confidence. For example, children talk about the picture they are attentively colouring and a group of older boys talk about pirates and treasure as they play with the pirate ship and figures. However, occasionally the quality of teaching is not sufficiently focussed to fully challenge children's learning to encourage them to think, discuss what they are doing and to practise and refine their skills. For example, more able children are not always actively encouraged to write their name on their paintings and pictures and staff do not always use all opportunities to encourage children to spontaneously count as they play. In addition, staff occasionally supervise the children instead of becoming actively involved in their learning and development. As a result, some learning opportunities are lost, noise levels occasionally rise and some older children run around.

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

All children and their families are warmly welcomed into this friendly, nurturing pre-school. Staff effectively support children's well-being; relationships are positive which helps children to settle and form secure emotional attachments. For example, children approach staff for reassurance if they are feeling upset and are happy around familiar adults, such as their key person. Children are supported appropriately in the transition from home to the pre-school. This is because parents are invited to settling in sessions and staff gather a range of information about each child's family and background. For example, information is obtained about any known special dietary requirements, preference and food allergies, and any special health requirements. This effectively promotes continuity in the children's care and supports their continual well-being. Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school and staff complete transition documents which provides information about the children's learning and development achievements during their time with them.

Staff appropriately supervise the children and ensure their safety in order to support their continual well-being. They create an environment where children independently access a good range of appropriate resources and materials. From a young age children gain an awareness of behaviour boundaries. They are encouraged by the staff to play cooperatively with others, to share and take turns. Staff praise the children when they have done well which promotes their confidence and self-esteem. Children are developing an awareness of safety and how to stay safe. For example, staff explain to children that they need to wear a hat when playing outside on a sunny day and that it is dangerous to swing on a chair. In addition, staff teach children how to use tools, such as the scissors, safely.

Children's physical health is suitably addressed. They have daily access to the outside for fresh air and enjoy being physically active. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh

fruit for their snack and are able to help themselves to a drink if they are thirsty, which ensures they remain comfortable and well-hydrated. In addition, children are able to bring in a packed lunch from home and hot lunch options are available. Snack and mealtimes are social occasions where children sit together to enjoy their food and one another's company. Good manners are promoted and children are actively encouraged to develop their independence as they clear away their own utensils when they have finished. Furthermore, children help to tidy away the resources at the end of the session and are encouraged to take responsibility for their personal needs, such as learning to wipe their own runny nose. All children are encouraged to develop appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection.

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

Management has a general overview of the educational programmes and experiences required to help children progress towards the early learning goals. However, procedures to monitor the effectiveness of the planning and the quality of teaching, including staff deployment, are not always sufficiently rigorous. As a result, learning opportunities sometimes lack challenge because they are not sharply focussed on children's precise learning needs and staff deployment is not always effective. Staff have review meetings, annual appraisals are completed and staff development is encouraged. A suitably qualified deputy is in place to ensure that in the event that the manager is not present, the pre-school is still effectively overseen. Management seeks support and advice from the local authority improvement team. In addition, self-evaluation is used to highlight strengths and areas for improvement, including asking parents for their comments. For example, management plans to further develop and extend the outdoor area, to introduce peer on peer observations and to increase 'dads' involvement in the pre-school. The recommendations raised at the last inspection have been met, which demonstrates that the pre-school has the capacity to improve.

The manager and members of the pre-school committee understand their responsibilities in meeting the safeguarding and welfare requirements in order to create an environment that is welcoming and safe. Children's welfare is addressed because staff to child ratios are maintained and clear records are kept of any accidents or any medicines administered. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. For example, all staff working at the premises complete Disclosure and Barring Service checks. This ensures that staff are suitable to work with children. Policies and procedures are in place to support the management of the provision. This includes procedures for the emergency evacuation of the building. All policies are currently being reviewed by the pre-school committee. Regular risk assessment and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. Security systems protect children while on the premises. As a result, children move freely and develop their play and ideas and are unable to leave the premises unsupervised. In addition, visitors are asked to provide full identification and are required to sign into the visitors' book. The arrangements for safeguarding children are secure. Management and staff are clear of their responsibilities towards protecting

children from harm and neglect. They are fully aware of the signs and symptoms of abuse and the procedures to follow should they have any concerns about a child in their care.

Management develops appropriate relationships with parents. Comments received from parents are generally complimentary regarding the care and learning provided. In addition, parents become involved in fundraising and charity events. Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals should the need arise. Partnerships with other providers who deliver the Statutory Framework for the Early Years Foundation Stage are continuing to be developed. For example, facilities at the local school are made available for the pre-school children and information about the children's care and learning needs is exchanged with the reception teacher in order to provide continuity in the children's ongoing learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY399056
Local authority	Northamptonshire
Inspection number	926482
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	34
Name of provider	Grendon Pre-School Committee
Date of previous inspection	25/03/2010
Telephone number	07716451294

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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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