

Grimsargh Pre-School

Preston Road, Grimsargh, PRESTON, Lancashire, PR2 5JS

Inspection date

13/03/2014

Previous inspection date

25/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 requires improvement

- Staff praise and encourage children's achievements during age-appropriate activities. As a result, children behave well and are fully involved in their learning.
- Partnerships with parents work well as staff provide plenty of opportunities for them to become involved in their child's learning. Consequently, children are supported, settle well and feel secure in the environment.
- Children are provided with healthy snacks and are encouraged to self-serve themselves. Consequently, they learn about being healthy and their independence is promoted in readiness for school.

It is not yet good because

- Performance management is not yet fully effective and is not sufficiently focused on improving the quality of teaching. As a result, teaching is variable and some learning opportunities for children are missed.
- Planning is inconsistent, and therefore, does not always meet the individual needs of all children at all times. Consequently, children's learning and development is not always maximised.
- There are limited resources in the environment to enable staff to raise children's awareness of diversity and the similarities and differences of people, through activities and discussion.

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 environments.
- The inspector took an account of views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.

Inspector

Rebecca Stead

Full report

Information about the setting

Grimsargh Pre-School opened in 1970. It is on the Early Years Register. The pre-school is registered under a management committee and operates from Grimsargh village hall, which is situated on the main road in Grimsargh, Preston in Lancashire. Children have access to a main hall and secure outdoor area. There are currently 34 children on roll. The pre-school is in receipt of funding for early education. The pre-school currently supports children with special educational needs. The pre-school opens four days a week during school term-times. Sessions are on Monday, Wednesday and Thursday 9.15am to 11.45am and 12.30pm to 3.15pm. Sessions on Tuesday are from 9.15am to 11.45am. Additionally, there is a lunchtime session provided from 11.45am to 12.30pm and breakfast club from 8am to 9.15am.

There are currently five staff employed, of whom one holds a relevant childcare qualification at level 4, two hold qualifications at level 3 and one at level 2. The pre-school is a member of the Pre-School Learning Alliance and receives support from the early years teacher team.

What the setting needs to do to improve further

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

- improve monitoring and performance management to ensure there is a consistent approach to the quality of teaching and learning. Particularly in relation to staff making better use of open-ended questioning
- ensure planning is in place to offer a quality learning experience for all children with a balance of planned and spontaneous activities to meet their individual needs.

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

- increase children's awareness of diversity and differences, for example, by ensuring there are sufficient resources that reflect diversity to support activities and discussion with children.

Inspection judgements

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

Staff have a generally sound knowledge of the Statutory framework for the Early Years Foundation Stage and the prime and specific areas of learning. As a result, children are

making steady progress towards the early learning goals. This is because staff provide a variety of age-appropriate resources and activities, both indoors and outdoors, for children to discover and explore. For example, children access their own resources to paint with, such as, brushes, sponges and paper and mix colours to create their own pictures. Staff provide opportunities for children to think through solutions to problems, such as discussing how to make a toy car simulator work, while children operate the gears and wheels. Staff provide a sensory activity using dry oats in a tray. This enables children to explore different textures and make marks with the wheels of their toy cars as they develop their early writing skills. Children manipulate malleable materials using play dough and discover both shape and colour. However, during the activity, staff ask children closed questions, such as 'it's a yellow star' As a consequence, opportunities for developing children's critical thinking skills and relating colour to language are missed. Staff promote children's skills in numeracy as children readily count up to 26. Their physical development is encouraged as they cut out pictures in a catalogue, using their intricate small muscle skills. Children play imaginatively with small world toys and construct, using road and rail mats, trains and train track. Staff set out lovely role-play areas, with continuity both indoors and outdoors, where children access play kitchens and role play with accessories, such as pots and pans, cups and plates. Consequently, they use their imagination and act out the roles of an adult. Therefore, children are developing future transferrable skills in readiness for school.

Educational programmes are in place which cover all areas of learning. The completion of the children's learning journals provides parents with a nice overview of their child's experiences. However, assessments of children's learning and development are not always robust and sometimes lack purpose. For example, a balance of planned and spontaneous activities are not available at all times. Consequently, some aspects of learning lack a good enough level of challenge and purpose to ensure children are making better progress in their overall development. Staff generally understand how to promote learning and development in children. However, the quality of teaching and learning is variable and as a result, not all children benefit from good quality interactions and support that are available. For example, children access books of choice to support early literacy and language development. However, some children who need extra support, are not encouraged fully to develop these early language skills as they are allowed to become distracted easily from their learning. As a consequence, some children and for those with speech and language needs, are not being provided with a high enough level of support at all times. That said, gaps in learning are closing for children relative to their starting points, although more slowly for some. Staff provide children with buckets and discuss quantity and measure during a spontaneous activity in the sand pit. However, too many children are allowed access to the sand pit, which makes the area cramped. Therefore, limiting some children's ability to move freely, explore and contribute to the activity for them to make better progress in their learning and development.

Partnerships with parents are established and parents feel they are happy with settling-in procedures. Children are enthusiastic as they are welcomed in for the morning sessions and are confident in separating from their parents to join in with activities. Parents are encouraged by all staff to be involved in their child's learning from the start. Information is gathered from parents to ensure their child's needs are met, including likes, interests and any dietary requirements. The child's key person includes parents in story times and

parents are welcome to stay and observe during settling-in periods. Consequently, children feel secure, safe and confident in the learning environment. Close links are made with neighbouring schools as teachers come in and introduce themselves to the children, ready for their transition to Reception class. Additionally, staff share information with local childminders to ensure children receive continuity of care to support their continual learning and well-being. As a result, children are acquiring the basic skills and dispositions they need for school or the next stage of learning.

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

Children's personal, social and emotional skills are developing suitably. They are settled, happy and confident and form strong bonds as a result of positive relationships and warm interactions with their key person. Children play happily alongside their peers seeking out staff for support and friendships have formed among them. Children are praised and encouraged by staff, as they help each other to make a train track and share their trains. As a result, children develop social skills, consider others and behave well during activities. They participate in self-registration and use picture cues to become aware of how they and others are feeling. Staff support children to make informed decisions about their safety such as how to keep safe when using scissors. Staff set age-appropriate boundaries, yet allow children to move freely, as they learn to manage risks in the outdoor area. Children behave well because clear, simple explanations, appropriate to their stage of development, support their growing understanding of right and wrong.

Staff promote an awareness of healthy lifestyles through discussion and by providing children with access to a choice of fresh fruit, cheese and crackers, and fresh drinking water at snack time. Children develop self-help skills because staff provide a self-service snack bar and resources from clearly labelled boxes. Staff adequately support children during hand washing, assessing their need for independence. They also discuss the importance of effective hygiene practices with them. This enables children to develop skills to prepare them for school readiness. Children have the opportunity to be physically active in the outdoor environment as staff provide them with large play equipment. This enables children to use large muscle skills and to develop balance and coordination.

Staff have a reasonable knowledge of equality and diversity and policies are in place, which support this. However, not enough consideration is given to the importance of raising children's awareness of the similarities and difference of people, through activity and discussion. For example, there are some resources, which could be used, such as an empathy doll and multicultural books. Staff use these occasionally to enable children to recognise different skin tone, hair colour or abilities. However, these are insufficient to requirement and not always readily accessible to children throughout the areas of learning. Therefore, staff do not fully embrace discussions, which develop children's understanding of people and communities in the world around them.

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

The manager and all staff have a reasonable awareness of the safeguarding and welfare, and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. For example, the manager and all staff fully understand their responsibilities to safeguard children. As a result, creating an environment where children feel safe and confident to learn. All staff have received safeguarding training and are fully aware of procedures to follow to report possible signs and symptoms of abuse or neglect to protect children. Policies and procedures meet the requirements and are readily accessible to parents and for the inspector. The premises are secure and the arrival of any visitor is carefully checked and a clear record maintained. In addition, a daily risk assessment is completed to ensure the premises are safe and secure for children. Therefore, children's welfare is sufficiently protected and they are kept safe and secure.

Management ensure that robust induction procedures are carried out. Suitable staff recruitment and vetting processes are followed and Disclosure and Barring Service checks are undertaken. Managers recruit staff who understand their roles and responsibilities and provide them with continuous professional development through regular training. Performance management systems are in place through meetings and appraisals. However, these systems are not yet fully effective as managers are not yet sufficiently responsive to improve the quality teaching and learning. Although, currently, there is no adverse impact on children's development. Staff have a reasonable approach to teaching and learning. However, without effective supervision from management, high quality teaching in some areas of learning is variable. For example, when staff support children's early language development in the book area and during the sand activity opportunities are missed to extend children's thinking and learning. That said, children are making steady progress towards the early learning goals, although are not skilfully challenged for them to make better progress. In addition, staff's support for those children with specific educational needs is not yet skilfully embedded for them to make the best possible progress.

Parents are provided with questionnaires to provide feedback to managers about their child's overall experiences at the setting. Parents who expressed a view at the inspection, speak very positively about the staff and management. They comment on how their children enjoy attending the setting and that any issues are followed up immediately. For example, when parents ask if sessions can be extended, a lunch provision is put in place to accommodate this. Consequently, enabling parents to balance work commitments and childcare. Partnerships with others, for example, speech and language, are in place and generally successful. The manager and staff are beginning to identify the settings strengths and weaknesses and are part of a quality improvement plan within the local authority. However, monitoring of general practice and the quality of teaching is not yet sufficiently focused to ensure consistency is maintained across the whole of the setting.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | 309321 |
| Local authority | Lancashire |
| Inspection number | 864916 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 34 |
| Name of provider | Grimsargh Pre-School Committee |
| Date of previous inspection | 25/02/2010 |
| Telephone number | 01772 652 960 |

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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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