

The Grange Pre-School and Out of School Club

Holmesarr Community Centre, Grange Lane, New Rossington, DONCASTER, South Yorkshire, DN11 0LP

Inspection date	10/10/2014
Previous inspection date	27/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 staff have a good understanding of their responsibilities for protecting children. They implement robust safeguarding and child protection procedures. This helps to ensure children are kept safe.
- The staff involve children in planning what they want to do after school. As a result, children are interested and motivated to learn.
- The staff have developed good working partnerships with other early years providers. As a result, staff complement what children are learning in other early years settings they attend.
- The children have a strong sense of belonging. This is because the staff effectively promote their emotional well-being. As a result, children are happy and settled.

It is not yet outstanding because

- Staff do not always fully consider how they can further promote children's independence skills, particularly at mealtimes. This sometimes restricts their independence.
- Staff do not always support children in their understanding of how to behave in a group situation. As a result, the noise level is occasionally too loud and it is difficult to be heard.

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 activities in the two playrooms and held discussions with the children.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the club.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation form and improvement plan.

Inspector

June Rice

Full report

Information about the setting

The Grange Pre-school and Out of School Club opened in 2010 and is privately owned. It operates from within the Holmescarr Community Enterprise Centre in Rossington, near Doncaster. The pre-school has not been in operation since registration and therefore, only the out of school provision is currently operating. The club serves the immediate locality and also the surrounding areas. It opens five days a week, except for bank holidays and a week at Christmas. It is open Monday to Friday, from 7.15am until 8.45am and from 3pm until 6pm during term time. The club also opens during school holidays, from 7.15am to 6pm on various days of the week if there is sufficient demand. Children attend for a variety of sessions. Children are cared for across two adjoining rooms and have access to an outdoor play area. There are currently 53 children on roll, four of whom are in the early years age range. There are seven staff working directly with the children, of these six hold appropriate early years qualifications at level 3 and above. The club receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- widen the already good opportunities that promote children's independent skills, for example, by increasing the responsibility of serving themselves at mealtimes
- enhance ways to support children in developing high levels of self-control while in social situations.

Inspection judgements

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

Staff observe and assess children's progress and they work closely with parents and other early years providers. Children enjoy the relaxed and informal environment after their day in school. They are involved in the planning of activities and staff also use the information provided by parents and teachers to plan for children's individual learning needs. As a result, children are interested and motivated learners who continue to make good progress.

Staff are focused on supporting children's personal, social, emotional and physical skills, as well as their communication and language. The key-person system is well embedded and fully promotes the partnerships with parents and others. For example, parents are encouraged to share information about what their children can do when they start at the club. They are also invited to provide written consent for staff to contact the schools

children attend. This helps the staff to complement what children are learning elsewhere.

The staff demonstrate a good understanding of how children learn through play. They provide clear verbal instructions and demonstrate how to do things. This helps children to develop their observation, listening and communication skills. For example, staff carefully show children how to make a paper puzzle. Staff are very observant of how children interact with each other during play and sensitively remind them to share and take turns. This builds on the skills children are acquiring as they embark on their first year in school. Children are generally well supported in developing their self-help skills, however, staff set the table and serve the food at teatime. Therefore, they are not maximising on all opportunities for children to develop high levels of control and independence in social situations.

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

The staff invite children to choose what meals and snacks to include in the following week's menu and talk to children about healthy foods. This helps to support children's understanding of the need to eat healthily. Staff plan an environment that promotes children's independence overall. Resources are very well presented, age and developmentally appropriate and children are able to select them for themselves. This is because the labelling of resources is very clearly written and accompanied by illustrations of the contents. Children are able to freely select and use tools, such as scissors, under careful supervision. This teaches children to learn how to manage risks and behave in ways that are safe for them and others.

Staff provide opportunities for children to participate in outdoor activities, to help promote their understanding of a healthy lifestyle. Children are very independent in attending to their own toileting skills and staff remain vigilant in ensuring that children remember to flush the toilet and wash their hands. As a result, children learn about good hygiene practice. Staff are generally good role models, as they are friendly and talk to each other with respect. Children learn to share and take turns. However, occasionally, the noise level in the club is loud and this makes it difficult for children and staff to be heard.

The key-person system is effective and the settling-in process is effectively managed. This is because staff gather good information from parents about their child's individual needs. As a result, parents are confident to leave their children, as they settle quickly. Children show, through their body language, that they are happy and feel safe and secure. Staff have developed strong links with other schools children attend. As a result, they are able to support children emotionally as they begin their next stage in their learning. Children have developed sound friendships, are relaxed, friendly and polite with each other. Children confidently turn to the staff for support and guidance. This shows children have built trusting relationships with those who care for them.

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

Since the last inspection by Ofsted, where the club received a number of actions to improve and one subsequent monitoring visit, the leader and manager have implemented effective changes in staff recruitment, vetting and supervision of staff. They ensure a member of staff with a current first-aid certificate is present at all times and improved risk assessments to ensure the environment is safe. As a result, children's safety and welfare is assured. Staff demonstrate a good understanding of child protection and are confident in their ability to effectively implement procedures in order to protect children. Recruitment procedures and formal appraisals help to ensure that all staff working with children are suitable to do so. This helps to protect children from harm. All required documentation is in place. Thorough risk assessments are carried out before children arrive. This helps to reduce any risks to children. Premises are secure and staff effectively monitor the children and adults who enter and leave the club. This helps to prevent unauthorised visitors entering and children leaving unnoticed. As a result, children are kept safe.

The manager completes annual appraisals and holds regular supervision meetings with staff. As a result, staff feel well mentored and comment that they are supported in their professional development. This demonstrates a commitment to continued improvement. For example, since the last inspection staff have attended training in first aid, safeguarding and food hygiene. This helps to improve the safety and well-being of children. Staff understand their responsibility to work closely with parents, external agencies and other providers, in order to support children and their families, should they need it. They also understand the requirement to complete a progress check for children between the ages of two and three years, should children in that age group attend the club.

The leaders and manager effectively reflect on the quality of the care and education they provide for children. Staff, parents and children are provided opportunities to contribute to this assessment through staff meetings, questionnaires and discussion. All staff are included in regular meetings, where they discuss the planning of activities and children's weekly requests. As a result, children's individual needs and interests are met effectively. Staff successfully engage with parents and other settings children attend. Consequently, information about children's care and learning is appropriately shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY402835
Local authority	Doncaster
Inspection number	947937
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	53
Name of provider	Lynn Henderson & Allison Dilworth Partnership
Date of previous inspection	27/11/2013
Telephone number	07851 318720

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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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