

# Little Gregs

St. Gregorys Primary School, Avenue Road, STRATFORD-UPON-AVON, Warwickshire, CV37 6UZ

<b>Inspection date</b>	13/11/2014
Previous inspection date	25/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have a wonderful time in this fun-filled and well-resourced learning environment. Staff are extremely caring and children's health, safety and well-being are afforded the utmost priority.
- Staff have very high expectations for children and an excellent awareness of how they develop and learn. Consequently, children make rapid progress from their initial starting points and are very well prepared for school.
- Staff maintain excellent relationships with parents and other professionals. Communication between everyone involved in children's care and education is excellent and this means that children's progress and welfare are successfully promoted.
- The setting's key-person system is highly effective and provides robust emotional support for children, and reassures parents. All staff understand the needs of every child and very strong and trusting relationships are formed between them.
- Leaders, managers and staff all work together as a highly effective team. They complement and build on each other's strengths, qualities and characteristics to ensure that children receive the best possible care and learning experiences.
- The provider rigorously evaluates and reflects on practice, and sets challenging targets for future improvement. Close monitoring of the experiences planned and provided for children ensures that the quality of teaching is maintained at the highest possible level.

## 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 had a tour of the setting.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in indoor and outdoor spaces.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents gathered through discussion during the inspection and from written comments on questionnaires.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.

## Inspector

Carol Johnson

## Full report

### Information about the setting

Little Gregs registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by Little Gregs Pre-school Limited. It operates from premises situated within the grounds of St Gregory's Catholic Primary School in Stratford-upon-Avon, Warwickshire. The setting uses the school hall, the music room and additional toilet facilities. Children have access to enclosed areas for outdoor play. There are 33 children on roll in the early years age range. The setting also offers after school care for children aged five years to 11 years. The setting opens Monday to Friday, during school term time, from 8am until 5.15pm. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children. It also supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting employs 10 members of child-care staff. Of these, eight hold appropriate early years qualifications up to level 3. The manager holds Early Years Professional and Qualified Teacher status.

### What the setting needs to do to improve further

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

- consider extending staff knowledge and understanding of effective ways to teach children how to use a variety of tools and equipment safely, to enhance the already excellent provision for children's outdoor learning.

### Inspection judgements

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

The quality of teaching at the setting is outstanding. Consequently, children are eager to learn, have lots of fun and progress extremely well in relation to their starting points. Staff put children at the centre of everything that they do and provide them with a very rich and varied learning environment that inspires, intrigues and excites. There are areas for children to explore, hide and rest, and the majority of toys and resources are stored well within children's reach. As a result, children are very inquisitive and make many independent choices about their play. They confidently move around the setting and are keen to learn, test out new skills and express their ideas. Children successfully develop the skills needed for school and make rapid progress in their communication and language skills. This is because staff promote high-quality interaction and plan regular small group activities that help children to speak, listen and understand. For example, two- and three-year-old children learn to hear the rhythm in words as they join in with familiar nursery rhymes. This approach is complemented by an environment that is rich in words and numbers, and the regular provision of a wide variety of early writing activities. Many children attending the setting speak English as an additional language and staff provide

exceptional support for their developing communication and language skills. Staff collaborate effectively with the parents of these children. Parents are asked for key words in their children's home languages and staff use these, plus gestures, picture cards and facial expression to aid communication. Consequently, children are able to make their wishes known and can see that their home language is valued and acknowledged in the setting.

Staff show an excellent knowledge and understanding of how children learn and develop. They successfully build on the many learning opportunities that arise through children's interests, daily routines and everyday conversations. For example, children show great imagination and with the help of staff have created a pretend fire station in one of the outdoor play areas. Writing materials and a keyboard have been taken outside to help create the office and various wheeled toys act as fire engines. Children imagine that the climbing frame is a burning building and use a length of plastic hose to pretend to put out the flames. Staff successfully support children's imaginative play by asking them open-ended questions and talking to them about what they are doing. They remind children about safe practices and staff have taught some of the older children how to phone the emergency services. Consequently, children learn about safe practices, develop and use their imagination, and gain enhanced language, literacy and thinking skills.

Staff have very high expectations of themselves and are passionate about everything that they do. They take great care to ensure that the environment and learning experiences reflect children's differing needs, interests and learning styles. For instance, children attending after school are asked what they would like to do, and planned experiences complement their learning at school. Staff expertly observe and assess each child's progress and carefully analyse their findings to identify the next steps in children's learning. Furthermore, they ensure that information about children's learning and development is successfully exchanged between everyone involved in their care and education. Parents regularly contribute what they know about their children and staff expertly liaise with a range of professionals supporting children with special educational needs and/or disabilities. Consequently, any gaps in children's learning are effectively identified and learning experiences are precisely planned to meet children's individual needs.

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

Children feel very safe and secure because staff afford their well-being a very high priority. An effective key-person system successfully supports children's welfare and helps to forge very trusting and friendly relationships between staff and parents. Every child is treated as an individual and their different needs and desires are well known by every member of the staff team. Staff regularly talk to children about how they are feeling and maintain effective communication with everyone involved in their care and education. For instance, staff find out about events happening in children's home lives and take an active interest in what parents say about their children. Furthermore, they regularly liaise with other professionals, which ensures that a consistent and complementary approach is used

to support children. Consequently, children's individual needs are successfully met, they feel very safe and secure, and parents are reassured.

Staff maintain a caring, warm and safe learning environment that successfully supports children's independence and emotional well-being. Attractive displays of photographs and examples of children's work successfully promote children's language and help them to recall past events. A comprehensive range of toys and resources are easily accessible and there is plenty of space for children to move, play and rest. Staff often play alongside children, and use praise consistently and frequently, especially when a child is first learning a new skill or behaviour. Staff model a can do attitude and regularly talk to parents about their children's successes or accomplishments. Consequently, children develop good self-esteem and are keen to participate in activities. Children's behaviour is exemplary. This is because staff are excellent role models and gently reinforce positive behaviours. They regularly talk to children about using kind hands, sharing and taking turns. Furthermore, they teach children to recognise their emotions and help them to understand how their words and actions impact on others. Some children at the setting attend the host school during the day and they benefit from consistent expectations for their behaviour. They know that they are required to use manners and to show care and consideration for others. As a result, there is a very happy atmosphere in the setting and children are emotionally prepared for school and future life.

Children's health is promoted extremely well. The setting is maintained to an exceptionally high standard of safety and cleanliness. Staff follow and promote excellent hygiene routines and regularly talk to children about the benefits of healthy eating. Children are actively encouraged to make healthy choices, drink plenty of water and to eat a wide variety of foods. Consequently, they develop good dietary habits to take with them into later childhood and beyond. Children greatly enjoy outdoor play and are physically active. They play outside in all weathers and learn how to use their bodies in different ways. For example, children discover how strong they are, how fast they can run and how high they feel safe to climb. Staff understand that risk is an essential and healthy element of children's play and support children to conquer their fears and master new skills. As a result, children approach physical activities with lots of confidence, competence and enthusiasm.

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

The leadership and management of the setting is exceptional and ensures that children's welfare and progress is supported to an outstanding level. Leaders and managers understand their legal roles and responsibilities and children's safety is of paramount importance. Safeguarding is on the agenda at every staff meeting and all staff have attended relevant training. Consequently, staff are highly knowledgeable about procedures to safeguard children. They understand what signs to look for and know what to do if they have any concerns. Extremely robust recruitment and vetting procedures ensure the suitability of staff. All new staff complete a thorough induction, which ensures they are

fully aware of how the setting operates and of the very high expectations of the management team. The provider knows that Ofsted must be notified of any significant changes or event and ensures that all required documentation is meticulously maintained. Comprehensive policies and procedures are in place and these are regularly reviewed to support the excellent staff practice. For example, there is a clear mobile telephone and camera policy and staff know that they must not use their personal mobile telephones in the setting. The setting is very safe and secure and staff only release children into the care of authorised individuals. Consequently, children are extremely safe and their welfare is effectively protected.

Leaders and managers have very clear aims and objectives, placing the child at the heart of everything they do. The impressive and passionate leadership style of the manager inspires a highly motivated and supportive staff team. Morale amongst staff is exceptionally high and they embrace every aspect of their work with great enthusiasm. Processes for monitoring and developing staff are rigorous and the manager empowers staff to excel in their high-quality teaching skills. Information and ideas gathered through training, research and personal experience are regularly shared between staff members. Staff welcome advice and support from other professionals and are very keen to develop their practice and knowledge even further. For example, the manager would like to extend staff's knowledge and understanding of ways to teach children how to use tools and equipment safely while playing outside in the nature garden. The provider demonstrates an excellent knowledge of the setting's strengths and sets challenging, but realistic targets for improvement. Staff, children and parents all contribute to the setting's self-evaluation process and staff critically review their practice on a regular basis. The manager carefully monitors the quality of experiences provided for children and models high-quality teaching practice. Furthermore, she ensures that assessment is precise, sharply focused and used effectively to promote the very best interests of children.

Staff work in exceptional ways to promote parental involvement in the setting. Two-way communication between the setting and home is excellent. For example, noticeboards around the setting provide parents with a wealth of useful information and staff routinely talk to parents when they drop off or collect their children. Furthermore, parents are invited to regular meetings to discuss their child's progress and activity plans are shared with parents. Very strong links are in place between the setting and local primary schools. The setting regularly uses some of the facilities belonging to the host school and the headteacher is one of the company directors. In addition, the manager fosters local community involvement and regularly meets with other childcare professionals. Information about best practice, local and national initiatives, and support strategies for children with special educational needs and/or disabilities, is effectively shared. This excellent practice contributes to a seamless transition for those children moving on to school and successfully supports the progress and emotional well-being of all children. Parents hold the setting in very high regard. They particularly comment on the friendliness of staff and the comprehensive range of high-quality learning experiences provided for their children. Overall, the atmosphere in the setting is one of mutual respect, a strong commitment to partnership working and a shared passion for excellence.

### **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

<b>Unique reference number</b>	EY376394
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	873804
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	23
<b>Name of provider</b>	St. Gregorys Preschool Ltd
<b>Date of previous inspection</b>	25/11/2008
<b>Telephone number</b>	01789 290198

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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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