

The Grange Pre-School

The Grange Primary School, Bainbridge Green, SHREWSBURY, SY1 3QR

Inspection date

08/12/2014

Previous inspection date

12/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff promote children's safety and welfare very well in the pre-school. They are knowledgeable about the safeguarding and welfare requirements and restrict the inappropriate use of mobile phones in the pre-school.
- Snack times are well organised and promote children's personal, social and emotional development. Children's independence is promoted and children are given opportunities to talk to each other and discuss what they have been playing with.
- The quality of teaching is very good. Children's early mathematical development is promoted well during daily routines and spontaneous conversations between staff and children.
- Partnerships with the host school, parents and other professionals are promoted well. Information is regularly shared, so that children are supported in their learning and development.

It is not yet outstanding because

- Children do not always have sufficient opportunities to engage with information and communication technology as computers are not always switched on during the session.
- Children's initial starting points focus on the prime areas and do not always include the specific areas of learning. This means that staff are not able to use this information to help identify children's next steps in learning at the beginning of care.

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 play and learning activities indoors and outside and engaged with children during their imaginative play.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at and discussed a range of policies and procedures with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and their improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.

Inspector

Kerry Wallace

Full report

Information about the setting

The Grange Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary management committee. The pre-school operates from a building within the grounds of the Grange Primary School in Shrewsbury, Shropshire. It serves the immediate locality and also the surrounding areas. The pre-school opens Monday to Friday, term time only, from 12.30pm to 3pm. Children attend for a variety of sessions. Children have access to an outdoor play area. There are currently 16 children on roll, all of whom are in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the already good systems to monitor children's progress by including all areas of learning in children's initial assessment, so that this extra information can also be used to identify their next steps in learning
- provide children with more opportunities to engage with information and communication technology, for example, by ensuring that computers are ready for children to use them.

Inspection judgements

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

The quality of teaching in the pre-school is very good. This is because staff have a secure knowledge and understanding of the learning requirements of the Early Years Foundation Stage. They understand how to promote the characteristics of effective learning with children and maximise learning opportunities. Children's mathematical development is promoted very well through daily routines and spontaneous learning opportunities. For example, children learn about solving mathematical problems during registration time as they count the number of boys and girls and add them together to get to a total figure. The indoor and outdoor environment is rich in displays of a wide variety of numerals that provide children with interest. For example, children play with resources that have been used in an adult-planned activity the week before, and are still interested and motivated to play and learn with them. Staff sing action songs with the children and encourage them to act out the different characters until all the monkeys have been eaten by a crocodile. Again, staff use resources with numerals on, so that children are constantly given

opportunities to recognise them and become involve more accomplished in this.

Children are acquiring the necessary skills that are required for their next stage in learning, such as the move to school. For example, they follow daily routines, such as registration time where they listen to instructions from staff and individually respond to their names being called out. This supports children's communication and language development, as they become skilful in listening to instructions and speaking in small groups. Children are encouraged to write their name on their art work and to select library books to take home and share with parents. Children are accustomed to these routines and re-enact them in their imaginative role play, as they pretend to be the teacher and simulate taking the register and writing numbers on the white board. As a result, children make good progress in their development. They benefit from a good balance of adult-led and child-initiated activities. Children have regular forest school sessions and learn about exploring the outdoor environment with staff. Educational programmes provide children with a good range of interesting activities that offer them interest and challenge. There is a computer station that hosts a number of computers and resources to support children in learning about information and communication technology. However, staff do not always ensure that computers are switched on, so that children can use them during child-initiated activities.

Children's progress is monitored through detailed and regular observations and assessments. Staff ensure that these are shared with parents, so that they are kept well informed of their children's progress. Staff liaise with parents in a variety of ways to suit parent's individual circumstances. This involves verbal, written and electronic communication. Children with special educational needs and/or disabilities are well supported with regular one-to-one sessions that focus on promoting their next steps in learning. The progress check for children aged between two and three years is understood by staff and completed in a timely manner. This means that if necessary, any gaps in children's learning are quickly identified, so that additional support is sought. Staff obtain detailed information from parents on entry so that children's interests are noted and planned for. Initial assessments are completed for children after approximately six weeks so that children's next steps in learning are established. However, staff do not always include the specific areas of learning in this assessment, so that this extra information can be used when identifying their next steps in learning.

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

Children are very happy and confident in this welcoming pre-school. They are supported by key persons who are very knowledgeable about individual children and their personal circumstances. Staff are good role models and demonstrate to children how to ask politely for things and to use good manners to each other. Posters are displayed around the room to remind children to share their toys and be kind to each other. Staff use gentle reminders to instil in children how to act with kindness and consideration. As a result, children are very well behaved and play nicely together. Children are familiar with the host school's environment, and are sometimes given opportunities to play outside when nursery children are there. Children are confident and animated, as they talk about going to 'big school'. This shows that they are becoming emotionally prepared for their next

stage in learning, such as the move to school. Children begin to manage their own safety during play as they handle glass jars and real-life objects in the home corner. Older children remind younger ones to be careful in case they drop objects. They are adept at tidying up after themselves, so that their environment is kept safe and free from obstructions.

Staff use their knowledge and experience in early years to organise the indoor and outside learning environments expertly, so that children benefit from different learning areas. These are welcoming and provide children with sufficient stimulation and age-appropriate resources to support their learning. Staff provide children with opportunities to move freely between the indoor and outside areas. This promotes children's independence and self-care skills as they put on their own coats and learn how to master zips and buttons. Children benefit from a well-organised snack time that offers them many opportunities to learn about being healthy, as they wash their hands with anti-bacterial soap and consume pieces of fruit and/or vegetables of their choice. Children have access to fresh drinking water so that they can manage their own thirst and enjoy drinking cartons of milk during snack time. Their independence is further promoted as they pierce milk cartons with straws, peel oranges and dispose of any rubbish in a small bin. Staff maximise opportunities to talk to children about why it is important to eat fresh fruit and vegetables and emphasise adopting a healthy lifestyle to promote good health. Children understand this and inform visitors that they could 'get a cold if you do not wear a coat when it is cold and rainy outside'. Consequently, these good practices adopted by staff are beginning to teach children about how to manage their own health and well-being.

Parents spoken to comment that they are very pleased with the care and activities provided at the pre-school. They commended staff on being 'brilliant and very approachable'. Staff provide parents with good feedback at the end of each session and children are keen to show parents some of the activities they have engaged with. Staff explain the presence of visitors in the pre-school so that children understand their purpose and continue to feel secure and safe. This actively promotes children's emotional well-being and sense of security.

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

The leadership and management of the pre-school is good. Staff have a good understanding of how to effectively safeguard children. For example, they seek visitor identification and record this, so that they have an accurate record of all adults visiting the pre-school. Good recruitment procedures ensure that all staff have been vetted so that they are safe to work with children. References are obtained for new members of staff and there is a detailed induction procedure to ensure that new members of staff are aware of the pre-school's policies and procedures. Staff are aware of the signs and symptoms of abuse and know what action to take if they had a concern about a child's welfare. Mobile phone and camera use is restricted and staff understand the procedure to follow if an allegation is made against a member of staff. Staff ensure that the environment is safe and secure with emphasis on children's safety as they leave the building. For example, the manager has changed the entrance to the pre-school to make it

safer for children as it originally went straight into the school's car park. Consequently, procedures and practices to promote children's safety and welfare are good. This was a previous recommendation set at the last inspection and shows how management are committed to improving the quality of the provision to meet the needs of children.

Partnerships with the host school are very good. Some staff in the pre-school also work in the host school and have a good knowledge of individual children and their preferred learning styles. This means that children are provided with continuity in their learning and are well supported by knowledgeable staff. As a result, children make good progress in their development. Staff are qualified and experienced in early years and the manager monitors their practice so that areas to develop can be addressed. The pre-school gains support from a local network provider to ensure they have access to regular training and continued professional development. This means that staff are supported to provide additional support for children with special educational needs and/or disabilities. Consequently, the quality of teaching is good and promotes children's learning very well. Staff regularly meet to discuss the effectiveness of routines and activities and have completed Ofsted's self-evaluation form well. It clearly highlights areas to improve so that the quality of experiences for children is improved. For example, staff have highlighted that their practice could be improved by sharing children's favourite songs with parents so that children's learning can be fully supported at home. Parent's views are regularly sought to evaluate the provision and make changes to practice if necessary.

Partnerships with parents are well established. Parents receive regular updates on their children's development through emails and parent's evenings. A regular newsletter informs parents of any planned events and explains about changes to routines or educational programmes. This means that parents are involved in their children's learning so they can continue to support them at home. Children regularly choose story books to take home and share with parents. This supports their early literacy skills and offers parents the opportunity to read with their children. Home-link books are used to provide a two-way written communication between home and the pre-school. This emphasis on involving parents means that children receive continuity of care and are well supported so that they make good progress.

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	224206
Local authority	Shropshire
Inspection number	866151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	16
Name of provider	The Grange Pre-School Committee
Date of previous inspection	12/10/2010
Telephone number	01743 441630

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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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