

Glenfall Pre-School

Glenfall CP School, Glenfall Way, Charlton Kings, Cheltenham, Gloucestershire, GL52 6XZ



Inspection date

27 April 2015

Previous inspection date

25 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff provide activities based on children's interests, precise assessment and their identified next steps in learning. Consequently, children make good progress in their learning relative to their starting points.
- Children form close attachments to the nurturing staff because staff are sensitive to children's needs and quickly get to know children well. This ensures their emotional well-being and helps them settle easily into the preschool.
- Staff are effective in protecting children from harm; they demonstrate a robust understanding of their responsibilities with regards to safeguarding children. Staff update their safeguarding knowledge regularly by attending training and regular briefings.
- Management continuously evaluates provision by taking into account the views of children, parents, staff and other professionals to target improvements that result in good outcomes for all children.

It is not yet outstanding because:

- Staff provide fewer opportunities for children to explore programmable toys and resources as part of their daily play experiences.
- Staff do not consistently promote children's independence and maximise their learning at snack time as children do not routinely serve their own food and drink or take part in the preparation of their snack.

What the setting needs to do to improve further

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

- offer more opportunities for children to develop skills relating to information and communication technology, for example, by ensuring children can always choose and reach the good range of electronic and programmable toys
- review snack time routines to maximise children's independence skills and learning.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the pre-school, including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the pre-school managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff team has gained a good understanding of how to support children's learning through experience, training and appropriate qualifications. Consequently, the quality of teaching is good; children receive effective preparation for the next stage in their learning. Staff enthuse children as they extend their thinking and problem solving through challenging questioning and sensitive interventions in their play. For example, older children learn how light creates their shadow and how it changes according to their height. Younger children learn how to compare shadows by drawing outlines. Children develop good communication skills as they receive good support to develop conversations and learn new words. For example, as children smell different spices they learn new describing words. Staff provide an appropriate balance of adult- and child-led activities. Older children benefit from targeted small group activities which promote their attention, early literacy and mathematics through playful experiences.

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

Staff are warm and friendly and provide a welcoming environment where children play happily and enthusiastically. Staff discuss and praise children for their achievements and positive behaviour. For example, staff share photographs with children as they chat about the progress they have made. Consequently, children behave very well and are motivated to learn. Staff provide children with regular access to outdoors. Opportunities such as forest school visits promote physical exercise and help children to learn to manage risks, such as negotiating climbing and balancing. Consequently, children feel safe and gain confidence as they make independent choices and develop their skills.

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

The manager and staff meet the legal requirements for the Early Years Foundation Stage. The manager demonstrates a commitment to continuous improvement. She carries out evaluations of staff practice and regular supervision. She checks the progress of individual children. Consequently, she quickly identifies any gap in children's learning and makes appropriate interventions. Staff have made many improvements since the last inspection. For example, they have improved the range of resources to develop children's technology skills, including programmable toys. However, staff do not always present these toys well so that children can easily choose and reach them to extend their skills. Staff communicate well with parents and other settings children attend. They keep them informed about their children's learning, development and care. This promotes good continuity for children.

Setting details

Unique reference number	511772
Local authority	Gloucestershire
Inspection number	842417
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	23
Name of provider	Glenfall Pre-school Group Committee
Date of previous inspection	25 April 2012
Telephone number	01242 234055

Glenfall Pre-school registered in April 2001. The setting is open during school term time on Monday, Wednesday and Friday, from 9am to 3pm, and on Tuesday and Thursday from 9am to 12.30pm. The setting employs four staff, all of whom hold appropriate childcare qualifications at level 3.

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