

Grappenhall Pre-School

GYCA, Bellhouse Lane, Grappenhall, Warrington, Cheshire, WA4 2SG



Inspection date

13 May 2015

Previous inspection date

9 February 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not informed Ofsted of changes to the membership of the management committee as required so that necessary checks on their suitability can be carried out.
- Staff do not always use questioning techniques effectively to develop and extend children's involvement in play activities further.
- Opportunities to develop children's understanding of how to keep themselves safe during play activities are sometimes missed.

It has the following strengths

- Children have good relationships with the staff. They are happy and settled, and are motivated to learn.
- All staff are qualified. They use their knowledge and their understanding of how children learn to plan a good mix of adult-led and child-initiated activities.
- Staff establish good relationships with parents, schools and other agencies. Parents are kept well informed about their children's learning and development and are fully involved in the activities of the pre-school.
- Children are developing a good understanding of healthy lifestyles through following good hygiene routines, and preparing and eating healthy snacks.
- Staff regularly review their practice and take account of the views of parents and children when identifying areas for further improvement.

What the setting needs to do to improve further

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

- develop children's involvement in play activities further by using questioning techniques effectively to help children fully engage in activities and contribute their own ideas
- develop further children's understanding about how to keep themselves safe during play activities by consistently reinforcing the pre-school's behaviour rules.

Inspection activities

- The inspector observed activities in the main play room and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff, children and parents.
- The inspector reviewed a sample of policies and procedures, checked evidence of suitability and qualifications of staff, as well as the provider's self-evaluation form.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the manager of the setting and the administration manager.

Inspector

Susan Hopper

Inspection findings

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

The quality of teaching is good. Staff provide children with a wide range of activities to promote their learning and development across all areas of learning. Children freely access the well-resourced indoor and outdoor environments, which helps them to make choices in their play. Children enjoy water play, pouring jugs of water down pieces of guttering and transporting water between water troughs. Older children engage in role play in the mud kitchen making 'pancakes' and pretending to build camp fires to cook sausages. However, sometimes children lose interest in activities as staff do not always engage them in discussions about their play and help them to fully develop their ideas. Staff use detailed observation and assessment records to monitor children's progress. The needs of children with special educational needs and/or disabilities are quickly identified and appropriate help and support is secured. Children are well prepared for the next stage in their learning. The pre-school has allocated two afternoon sessions each week for children moving on to school. Staff work closely with teachers from local schools to plan activities that complement the work of the schools and to share information about the children. Older children take home activity folders of work to complete with their parents.

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

Staff establish secure relationships with children. Children demonstrate high levels of confidence and self-esteem, and are encouraged to be independent. They help to tidy away activities, prepare snack and put on their own wellington boots for outdoor play in the garden area. However, sometimes staff miss opportunities to remind children about safety rules, such as not running indoors and keeping slides on climbing frames dry. As a result, accidents sometimes happen and children are not being taught how to assess risks for themselves. Staff ensure that risk assessments for the pre-school and outings are updated regularly to minimise the risks for children. All staff have attended first-aid and safeguarding training. Staff have a secure understanding of the procedures to follow should they have any concerns about a child's well-being. However, the management committee of the pre-school has not informed Ofsted of changes to the committee membership. This means that Ofsted has not carried out the necessary suitability checks. The risk to the children is low as members of the committee do not attend the setting.

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

The provider has failed to inform Ofsted of changes to the committee, demonstrating a weakness in understanding and implementing the requirements of the Early Years Foundation Stage. The new setting manager is having a positive impact on the quality of teaching and learning. Robust supervision and monitoring systems support the staff and identify areas for further development. The manager has identified areas for further improvement and is working closely with the committee to improve the range of resources and develop further community involvement. The organisation of sessions has been reviewed. Children now eat snack together which has improved social interaction.

Setting details

Unique reference number	315220
Local authority	Warrington
Inspection number	868285
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	52
Name of provider	Grappenhall Pre-school Committee
Date of previous inspection	9 February 2010
Telephone number	01925 262083

Grappenhall Pre-School was registered in 1972. The pre-school employs eight members of childcare staff. All of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term-time only. Sessions are from 8.50am until 11.50am, and from 12.30pm until 3.30pm. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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