

Grange Pre-School

Grange Primary School, Church Place, LONDON, W5 4HN



Inspection date

8 July 2015

Previous inspection date

19 July 2011

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		Outstanding	1
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

- Children's emotional well-being is exceptionally well promoted. Staff provide a nurturing and highly stimulating environment for all children, who form excellent bonds with staff and their peers, showing enthusiasm for learning.
- Children become confident and develop increasing levels of control over their activities. As a result, there is a calm atmosphere and children behave extremely well.
- Staff have a good understanding of how children learn and develop. They become involved in children's play and effectively support their language development. Therefore, all children make good progress.
- Older children are very well supported in the development of their literacy and mathematics skills. This prepares them effectively for going to school.
- Staff have a good understanding of the safeguarding policies and procedures, receive ongoing training and implement this consistently. This helps protect children's welfare.
- Partnerships with parents and other professionals are excellent. This results in successful early intervention systems that support all children and ensure educational gaps narrow quickly.

It is not yet outstanding because:

- Very occasionally, staff do not allow sufficient time for children to think and respond to their questions. This means that staff do not always make the best use of opportunities to extend children's learning further.
- At times, some whole group activities are too long. As a result, some children lose interest and become disengaged, which hinders their overall learning experiences.

What the setting needs to do to improve further

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

- give children sufficient time to think and respond to questions during activities in order to further extend their learning experiences
- review the organisation of large group activities in order to more closely target children's individual needs within the group.

Inspection activities

- The inspector had a tour of the pre-school premises with the manager.
- The inspector took account of the views of the parents.
- The inspector carried out joint observations with the manager.
- The inspector observed children's activities indoors and outdoors, and sampled children's records.
- The inspector held a leadership and management meeting with the manager and sampled required documentation.

Inspector

Carolina Montesinos

Inspection findings

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

Staff plan a wide range of well-thought-out activities, indoors and outdoors. These are based on staff's good knowledge of the children's interests and needs. Staff know when to intervene and when to step back to allow uninterrupted time for children to investigate and explore. For example, staff support children as they decide to build a tree house using blocks. This spontaneous activity leads to older children counting, adding and subtracting in their play. Other children choose to play imaginatively together in the home corner or the mud kitchen outside. Excellent two-way communication with parents and other professionals allows staff to closely target and meet children's needs. As a result, all children make good progress from their starting points.

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

Children thoroughly enjoy their time at the pre-school. Staff implement the key-person system very successfully to support all children emotionally for change; in particular, through settling-in times and leaving for school. This process is further enhanced by the strong links that staff have with the local children's centre professionals and teachers. Children learn to play cooperatively and to share and respect each other. Older children show empathy and are very calm around younger and less confident children. Children follow clear hygiene routines consistently as they successfully adopt a healthy lifestyle. They also participate in making a wide variety of healthy and nutritious snacks to promote their good health. Children show increasing independence and self-control. For example, children use a waiting area to join the snack 'restaurant'. After having their snack, each child learns to be responsible for washing their cup and bowl. Children have ongoing access to outdoor play and fresh air. They enjoy balancing, digging, playing ball games and climbing, which promotes their physical development extremely well. Staff are vigilant and are deployed very effectively to supervise and support children's safe play at all times.

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

The manager and staff have a thorough understanding of their roles and responsibilities in meeting all requirements. This contributes to ensuring that children are safeguarded and their educational needs met. Rigorous recruitment and vetting systems ensure adults working with the children are suitable. Children's progress is monitored effectively and any concerns or gaps in progress are identified and addressed in a timely manner. The staff team continually strives to improve outcomes for children. Supervision and training have a positive effect on improving teaching and children's experiences. Parents are consistently involved and offer very positive feedback, stating how well their children have progressed and how much they enjoy attending the nursery.

Setting details

Unique reference number	118182
Local authority	Ealing
Inspection number	836025
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	48
Name of provider	Grange Playgroup Committee
Date of previous inspection	19 July 2011
Telephone number	07946502235

Grange Pre-School registered in 1975 and operates within the grounds of Grange Primary School/Children's Centre in the London Borough of Ealing. It is open each weekday from 9.15am to 3.15pm during term time only. The pre-school offers funded free early education to children aged two, three and four years. There are eight members of staff, including the manager, of whom seven hold appropriate early years qualifications.

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