

Grovely Pre-school

Wishford First School, West Street, Great Wishford,, SALISBURY, Wiltshire, SP2 0PQ



Inspection date

16 September 2015

Previous inspection date

10 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The manager does not monitor information from children's observations and assessments effectively enough to ensure all children make good progress in their learning.
- The quality of teaching is not consistent. Staff miss opportunities to interact with, and question, children during some activities to fully promote their learning.
- The manager and staff do not effectively use self-evaluation to identify areas to develop and improve.
- Staff do not implement the progress check for children aged two effectively.

It has the following strengths

- Staff value children and include them well in this warm and friendly pre-school. This helps children to feel settled and secure. Children are happy and confident owing to good relationships with staff.
- Children have access to a range of different activities throughout the day which they enjoy.
- Staff have a sound partnership with parents and there is a regular exchange of information. This helps staff to meet children's needs.
- Staff teach the children effective hygiene routines and how these contribute to their good health. They encourage the children to take responsibility for their own personal needs through everyday routines.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ develop the effectiveness of the leadership's monitoring of children's progress to ensure the needs of children are being fully identified, with particular regard to the progress check for children aged two years	30/11/2015
■ improve the quality of teaching to ensure all children, especially the more able, are provided with challenge and achieve well.	30/11/2015

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

- develop the systems to evaluate the quality of the provision in order to promote the continuous improvement of the setting and positive outcomes for children.

Inspection activities

- The inspector held discussions with the manager, staff and the children at appropriate times during the inspection.
- The inspector observed the staff's interaction with the children during activities inside and in the outside area.
- The inspector sampled a range of documentation, including safeguarding procedures and looked at children's assessment records.
- The inspector and manager undertook a joint observation of an activity.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Alison Large

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of their responsibilities concerning safeguarding to help them to protect children. They have attended training to ensure they have an up-to-date understanding of their roles. The manager and staff have an appropriate knowledge of the requirements of the Early Years Foundation Stage. Staff have attended some training to increase their professional development. However, they do not access those courses that will have the most impact on the learning experiences they offer children. The manager does not monitor children's development closely enough to effectively identify gaps in their learning. In addition, there are systems for self-evaluation of the setting but these are not used effectively enough to identify all areas for improvement.

Quality of teaching, learning and assessment requires improvement

Children are able to access enjoyable and interesting activities and experiences and have many opportunities to play outside. They particularly enjoy this environment, where they benefit from fresh air in all weathers. Children learn to count and use numbers in a variety of ways, and learn to recognise shapes and name colours. Staff complete observations and assessments of children. However, these are not used effectively enough, or monitored fully, to help children make good progress. The quality of teaching is variable. Staff miss opportunities to interact with children and extend their knowledge and thinking skills. They do not always enthuse and motivate children to learn effectively or develop their learning further by providing more challenge in their play.

Personal development, behaviour and welfare are good

Children build trusting relationships with their key person. This relationship helps children to develop confidence, preparing them for their next stages in learning. Children behave well. They build good relationships with each other as they interact. They play happily alongside each other, and staff support them in learning turn-taking skills. Staff teach the children about keeping safe and are effective in supporting their growing understanding of how to behave in order to keep themselves, and those around them, safe. Children use a varied range of resources indoors and outdoors. The pre-school develops good relationships with the local schools that the children will move to. Staff support the children as they develop their independence and gain the abilities needed to be ready to move on. This helps to ensure that children have a successful progression into school.

Outcomes for children require improvement

Children are making sufficient progress in their learning; however, this is not monitored effectively enough to ensure that they are consistently making good progress. This includes the progress check for children aged two. Children are developing the skills they need to be ready for school with staff's support. For example, they learn respect for others as they play and learn how to behave in appropriate ways.

Setting details

Unique reference number	145987
Local authority	Wiltshire
Inspection number	825882
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	18
Name of provider	Grovely Pre-school Committee
Date of previous inspection	10 May 2012
Telephone number	01722 792892

Grovely Pre-school registered in 1986 and is managed by a voluntary committee. It operates from a self-contained unit within the grounds of Great Wishford Primary School, in Great Wishford, Wiltshire. The pre-school opens five days a week. It is open on Tuesday, Wednesday and Thursday from 9am to 3pm and on Monday and Friday from 9am to 12.30pm, during school term times only. The pre-school receives funding for early years education for children aged two, three and four years. There are three members of staff employed to work in the pre-school, all of whom have appropriate early years qualifications.

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.

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