

# Grove Pre-School (Stanway)

Scout Hut, Villa Road, Stanway, Colchester, Essex, CO3 0RH



<b>Inspection date</b>	3 November 2015
Previous inspection date	31 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers maintain a good overview of the activities provided in the pre-school. This ensures they cover all areas of learning, indoors and outdoors, reflecting children's interests and stages of development.
- Children's assessments are reviewed on a regular basis. This enables managers and staff to identify and secure help for children as early as possible to address any gaps in their achievements.
- An effective key-person system is in place. Children form excellent relationships with all staff and thoroughly enjoy the time they spend in the pre-school.
- Partnerships with other providers and local schools are strong. Effective arrangements mean that children's needs are maintained and continued as they move between each setting.
- Well-established links with external agencies and services are in place. Staff work very well with other professionals to meet children's needs and help them to make good progress.

### It is not yet outstanding because:

- There are occasions when staff intervene too quickly when children encounter problems in their play and do not always allow them to solve these for themselves.
- Some activities to help younger children learn about letters and sounds exceed their experiences and level of understanding. This detracts from the purposefulness of them.

## What the setting needs to do to improve further

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

- extend opportunities for children to find ways to solve problems they encounter for themselves
- enhance the already good practice in teaching children about letters and sounds by always ensuring that activities take account of the children's prior learning experiences and level of understanding.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school managers and the nominated person. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The managers continually reflect on daily practice in the pre-school. They gather the views of parents and children to help them identify areas for development and drive improvements to support children's achievements. The arrangements for safeguarding are effective. Staff are aware of procedures to follow if they have concerns about a child in their care. The indoor and outdoor environment are assessed regularly to minimise risks and hazards. This means all areas accessed by children are safe. Partnerships with other settings children attend are well established. Effective systems are in place to share information about children's achievements and needs to provide continuity in their learning and development. Staff are well qualified and use their knowledge very well to help children to make progress in their learning. Appropriate supervision and training opportunities support staff to improve the effectiveness of their teaching even further.

### Quality of teaching, learning and assessment is good

Staff support children's communication and language skills very well. They use effective strategies that help children to build up their vocabulary and enable them to speak, using more complex sentences. Staff provide children with good opportunities to develop their physical skills for both large and small movements. For example, children use their fingers precisely to make letter shapes on the light box. This also helps to support children's early writing skills, in readiness for school. All staff who work alongside children make regular observations of children as they play. This provides a clear picture of children's learning and development, and is documented well. Information is shared with parents, who also share their own examples of children's learning at home. This supports children's learning both at home and in the pre-school.

### Personal development, behaviour and welfare are good

Children have access to a stimulating environment. They confidently move between the indoor and outdoor areas, demonstrating good levels of motivation as they explore the wide variety of experiences available. Children show excellent independence skills for their age. Staff organise children's resources very well so they are able to independently seek equipment, such as their Wellington boots, if they wish to play outside. Staff provide high levels of care and supervise children very well. They offer reassurance, help and support to children if required. Children are prepared exceptionally well when they move into the pre-school. Excellent information sharing between staff and parents ensures all children receive continuity of care in their physical and emotional needs.

### Outcomes for children are good

The quality of teaching is consistently strong. Children make good progress and some children make progress that is better than good, based on their starting points. Staff support children very well to develop their mathematical skills. They provide stimulating activities that help children to count and use numbers as they play. This helps children to develop the skills and knowledge they require, in readiness for school.

## Setting details

<b>Unique reference number</b>	203797
<b>Local authority</b>	Essex
<b>Inspection number</b>	865219
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Grove Preschool Committee
<b>Date of previous inspection</b>	31 March 2011
<b>Telephone number</b>	07952558975

Grove Pre-School (Stanway) was registered in 1989. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and higher. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm, including lunchtime provision. The pre-school provides funded early education for two-, three- and four-year-old children.

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