

Grange Tiny Hands Pre-School



The Grange Community Centre, Middlefields, Letchworth Garden City, Hertfordshire, SG6 4NG

Inspection date 27 January 2016
Previous inspection date 5 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff use a variety of good teaching methods to motivate children as they select activities that interest them. The qualified staff encourage children to consider texture and to describe the marks made while they explore foam in a large tray.
- A well established key-person system helps to ensure that parents are fully aware of what their children have been doing at pre-school. The key person shares information about individual children's progress with their parents.
- Providers and managers use robust selection and recruitment procedures to ensure that all staff are suitable to work with children and are qualified for their specific role within the pre-school.
- Children quickly settle in the pre-school. They feel proud when they are chosen as the helper for the day. They help to arrange all the children's names on a board at snack time.

It is not yet outstanding because:

- Managers book staff on training courses based upon areas of interest to them, rather than on areas of identified need. Staff do not benefit from highly focused professional development opportunities to help them consistently deliver the best quality care and education.
- Staff do not give the same consideration to thoughtful planning of the outdoor environment as they do inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

What the setting needs to do to improve further

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

- enhance the existing professional development programme, prioritising areas identified through the self-evaluation process
- strengthen the planning for activities in the outdoor environment in order to help children who prefer to learn outside to have the same level of stimulating experiences as provided indoors.

Inspection activities

- The inspector observed activities both in the inside and the outdoor areas used by the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings at appropriate times with the manager and with the manager of the community centre.
- The inspector carried out a joint observation and discussed teaching and learning with the manager.
- The inspector checked evidence of the suitability of staff working with children. She looked at a range of other documentation, including the safeguarding procedures.
- The inspector looked at children's records, monitoring systems and attendance registers.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about the procedures managers have put in place to keep children safe. Managers have established a variety of ways to gather information to help them evaluate the quality of care and education they provide. This includes encouraging parents to share their ideas and opinions about the pre-school. Managers hold weekly meetings with all staff to share ideas and plan new and exciting activities. Regular supervision sessions help managers to identify staff's strengths. However, they do not always strengthen staff's professional knowledge and understanding in the areas identified through the self-evaluation process.

Quality of teaching, learning and assessment is good

Children move freely around the pre-school, selecting activities and equipment that interest them. When children first start to attend, staff gather detailed information from parents about what their children can already do and what they like. This helps staff plan interesting activities to help children learn. Children enjoy listening to stories. Staff use props to help keep children engaged as they repeat familiar phrases and sentences in the story. Children who speak English as an additional language quickly learn new words from the stories. Staff write important words in the language children speak at home and display them around the room for children to see. Disabled children and those with special educational needs are effectively supported. Staff dedicate time to individual children to help them develop the skills they need to move on to the next stage in their development.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment inside the pre-school. They use photographs displayed on a board to remind children of the simple rules to help them behave well. Children place leaves on a cardboard tree when they have done something kind or considerate. This helps to motivate children to think about other people. Staff talk to children while they eat a nutritious snack. They ask children where honey is made and why fruit is good for us. This contributes to children beginning to make healthy choices.

Outcomes for children are good

All children make good progress in their learning and development. Managers have established effective ways to monitor the progress of different groups of children. This helps managers to ensure that any gaps in development are quickly closed. When the time comes, children are ready to move on to nursery or school. Children are able to recognise their name and can recognise numbers.

Setting details

Unique reference number	146473
Local authority	Hertfordshire
Inspection number	854231
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	62
Name of provider	Grange Fellowship Community Association Committee
Date of previous inspection	5 July 2011
Telephone number	01462 627333 (preschool hrs)

Grange Tiny Hands Pre-School was re-registered in 1996. It operates from 8.30am to 3pm on Monday, Tuesday and Thursday, and from 8.30am to 12.30pm on Wednesday and Friday, during term time only. There are 11 members of childcare staff. Of these, four hold a relevant early years qualification at level 3, including the manager, four hold level 2 and one holds Qualified Teacher Status.

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