

# Gravenhurst and Villages Pre-School

Orchard Close, Gravenhurst, Bedfordshire, MK45 4HJ



<b>Inspection date</b>	8 February 2016
Previous inspection date	11 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been notified of changes to members of the committee within the required timescales, and appropriate checks have not been completed to ensure their suitability. This compromises the effective management of the provision.
- The organisation of group activities is not always effective in maintaining children's attention and supporting their ongoing development.
- On occasions, children do not have enough time to think about how to respond to comments and questions from the staff and express their own thoughts.

### It has the following strengths

- Staff understand that young children become familiar with their environment through relating and communicating with others and engaging physically in their experiences. They effectively use their observations and assessments of the children to plan a range of enjoyable and challenging activities across all areas of learning.
- Staff develop strong partnerships with parents and staff at local schools. This promotes consistency for children and a smooth transition between home, pre-school and on to school.
- Children are happy and demonstrate that they feel emotionally safe and secure. They confidently explore the environment and independently select their desired activities.
- Staff provide good support for disabled children and those with special educational needs. They work closely with parents and other agencies, and effectively plan for children's future learning and care.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure that Ofsted is provided with the necessary information to carry out suitability checks on committee members.	26/02/2016

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

- review the organisation and effectiveness of small-group activities so that they retain the interest and motivation of all children
- enhance opportunities for children to express their own thoughts and ideas during activities.

### 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 the manager.
- The inspector held a meeting with the nominated representative of the committee and the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Ann Austen

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The provider demonstrates a lack of understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The arrangements for safeguarding are ineffective. The provider failed to notify Ofsted of new committee members. Additionally, the suitability of new committee members has not been thoroughly assessed. The manager and staff risk assess the premises and adjoining woodland area to ensure that children are not exposed to dangers. They are aware of the signs of abuse and understand how to refer any concerns. Suitable recruitment and induction procedures are in place for new members of staff. All staff are qualified for their roles. They are enthusiastic, share practice ideas and welcome professional development opportunities. This is reflected in the quality of teaching and care provided for the children. The manager and staff successfully implement procedures for assessing and evaluating children's progress. They use self-evaluation to monitor the quality of the care and learning provided, and this includes seeking the views of parents.

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

Children eagerly enter the pre-school at the start of the day and enjoy their time there. They sing songs and thoroughly enjoy listening to and re-enacting familiar stories. For example, children excitedly pretend to walk along the wooden bridge in fear of being eaten by the troll. Staff skilfully introduce new vocabulary as children play and use visual aids to help them develop their communication skills, including disabled children and those with special educational needs. Older children are beginning to draw recognisable pictures and write their name. Children are encouraged to count and solve problems as they complete puzzles. They are introduced to mathematical concepts such as big, medium and small. Children are supporting to develop their understanding of the natural world as they plant seeds and participate in Forest School activities. They explore colour during painting activities, manipulate dough and use a range of tools, such as scissors and sticky tape dispensers, with growing precision.

### **Personal development, behaviour and welfare are inadequate**

The provider has not assured children's safety because they have failed to notify Ofsted of changes to the committee and ensure appropriate suitability checks have been carried out. Nevertheless, staff care for the children well. They implement an effective key-person system which supports the development of positive relationships with children and their families. New children settle quickly in this nurturing environment. Staff boost children's confidence and self-esteem by acknowledging positive behaviour. They support children to share and take their turn. Children enjoy being physically active in the fresh air and are offered nutritious snacks. They are encouraged to try new fruits, such as lychees as part of the Chinese New Year celebrations. Children meet people who help them, such as the emergency services, and learn about the role of a vet. Furthermore, members of the local community are invited to attend Christmas activities.

### **Outcomes for children are good**

All children, including disabled children and those with special educational needs, make consistently good progress in their learning and development in relation to their starting points. Children are developing the skills and the aptitude to learn in readiness for school.

## Setting details

<b>Unique reference number</b>	EY396049
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	849878
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Campton Pre-School Committee
<b>Date of previous inspection</b>	11 January 2010
<b>Telephone number</b>	01462713445

Gravenhurst and Villages Pre-School was registered in 2009. The pre-school employs 12 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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