

Grappenhall Pre-School

GYCA, Bellhouse Lane, Grappenhall, Warrington, Cheshire, WA4 2SG



Inspection date

11 February 2016

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of a new committee member associated with the pre-school.
- Staff miss some opportunities to extend children's knowledge of mathematical language and concepts during activities and routines.
- Occasionally, staff do not give children enough time to think about how best to respond to questions, in particular when they are in group situations.

It has the following strengths

- The staff team supports children well in their readiness for school. They invite local teachers to lead activities and interact with the children, supporting their emotional well-being. Additionally, staff provide opportunities for children to develop their self-help skills and independence.
- Children behave well. They learn to keep themselves safe and staff remind them of their expectations. Children are fully aware of the pre-school's rules.
- The manager, overall, has an accurate view of where the quality of the pre-school is now and works well with the team to make future continued improvements. Action plans include using the information from assessments to check the progress made by different groups of children.
- Partnerships with parents are good. They make positive comments about their children's experience at the pre-school. Parents state that it has a lovely atmosphere and that they feel safe leaving their child there. Furthermore, they say that staff help their children to settle in well when they first attend and they have established close relationships with their key persons.

What the setting needs to do to improve further

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

Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks on committee members. 14/03/2016

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

- extend opportunities for children to use familiar and new mathematical language and concepts during activities and routines
- improve the questioning skills of staff and allow children time to think about their responses.

Inspection activities

- The inspector had a tour of the pre-school and observed experiences for the children both indoors and outdoors.
- The inspector held a meeting with the manager and the administration manager.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector looked at children's learning journeys and assessment documentation.
- The inspector spoke to parents and their views were taken into account.
- The inspector conducted a joint observation with the manager and discussed action plans.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of a new committee member associated with the pre-school. This means Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, this does not have any significant impact on children's safety or well-being as the committee member is never in contact with the children. The manager and the staff have a sound understanding of their responsibilities. The arrangements for safeguarding are effective. Staff are aware of the importance of acting swiftly if they have concerns about a child in their care. Staff have regular meetings with the manager to discuss all areas of their practice. Staff are encouraged to continue their own professional development and complete additional training. This information is shared with the rest of the team to improve the level of teaching and to support the learning outcomes for children.

Quality of teaching, learning and assessment is good

Staff are well qualified and provide a stimulating environment that covers all the areas of learning. This helps support children's own initiated play and adult-planned activities. These activities are based on children's observed interests and abilities and they support the next stage in children's learning. Staff understand when to get involved in children's play and when to stand back and offer support if it is needed. One example of this is when staff give suggestions to children to further develop their imagination as they make 'pancakes' in the mud kitchen. Staff keep parents informed about their child's development and have regular meetings. Equally, parents are encouraged to share what they know about their children's learning at home. This helps staff to identify children's needs and helps them to make good progress.

Personal development, behaviour and welfare are good

Staff provide a range of group activities that helps children to build on their social skills. Staff make the most of opportunities to develop children's awareness of differences among people. They invite parents of children who speak English as an additional language into the pre-school and they read stories in their native language. This helps children to value their own language and culture and to respect those of others. Children benefit from regular access to the outdoor area and have good opportunities to explore the natural environment. Additionally, children benefit from a wide range of healthy snacks and discuss with staff the importance of a healthy diet. Children attend regular activity sessions where they learn to control the movement of their bodies. This helps children to learn about the importance of being active and leading a healthy lifestyle.

Outcomes for children are good

All children make good progress in relation to their starting points. They show confidence as they freely move around and they are motivated to learn and try new experiences available to them. This prepares them well for their move on to school.

Setting details

Unique reference number	315220
Local authority	Warrington
Inspection number	1015637
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	46
Name of provider	Grappenhall Pre-school Committee
Date of previous inspection	13 May 2015
Telephone number	07809 584752 and 07809 584307

Grappenhall Pre-School was registered in 1972. The pre-school employs seven members of childcare staff. Six of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50am, and from 12.30pm until 3.30pm. The pre-school supports children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

