

# Grovely Pre-school

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



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 22 June 2016      |
| Previous inspection date | 16 September 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 3        |
| 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

- Children are independent. They help to set the table for snack and put their cups in the sink afterwards. Children take turns to do jobs, such as the washing up. They know the rules and follow instructions well.
- Children are active learners who eagerly take part in a wide range of activities, especially outdoors. They make good progress from their starting points.
- Staff work closely with parents to provide continuity in children's care and learning. They find out about what children can do when they first start attending and regularly update parents about their progress. Parents contribute 'wow' moments from home which form part of the assessment process.
- Staff are vigilant. They ensure that children can play safely and help them learn about how to stay safe.
- Staff take positive steps to improve their knowledge and skills. For example, they have attended training about sand and water play and made changes to the outdoor provision as a result. This has had a positive impact on children's learning.

### It is not yet outstanding because:

- On occasions, staff do not engage children in purposeful play indoors and miss opportunities to introduce additional aspects of learning to activities.
- At times, planned creative activities do not give children sufficient chance to explore their own ideas.

## What the setting needs to do to improve further

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

- build further on children's learning by consistently engaging them in purposeful play and by making the best possible use of every opportunity to help them make progress in all areas of learning
- provide more opportunities for children to explore their own ideas during planned creative activities.

### Inspection activities

- The inspector observed the children and staff.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents.
- The inspector sampled relevant documentation, including the safeguarding policy and children's records of progress.

### Inspector

Catherine Sample

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs that a child may be at risk of harm and know what to do if they have any concerns. They keep their knowledge of local safeguarding procedures up to date at all times. The manager and staff evaluate the provision effectively, using the views of parents and children, and completing an accredited quality assurance scheme. This enables them to target areas for further development. The pre-school has improved since the last inspection. There are now good systems in place for tracking the progress of individuals and different groups of children. The manager identified that technology was weaker than other areas of learning and has planned additional activities to resolve this. The manager uses supervision meetings to identify staff's development needs and teaching skills have improved. There is a good partnership between the pre-school and the adjacent school. The manager and Reception teacher work together to ensure children are ready for moving to school.

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

Staff make regular observations of children's progress and identify the next steps they need to take in their learning. They use this information, along with information from parents about what children can already do, to plan activities that are matched well to children's needs. Overall, staff support children's learning well. They provide a varied range of planned activities, such as using robotic toys, and also encourage children to make independent choices about what to do. For example, when playing in the well-resourced outdoor area, children decided to dig in the 'mud kitchen' and others dressed up to 'get married and go to a party'. Staff encouraged them to use their imaginations fully.

### Personal development, behaviour and welfare are good

Children arrive happily to a warm welcome from staff. They quickly decide what to do and confidently seek support when they need it. They are proud of their achievements. For example, a child proudly showed off the snake he had cut out and decorated. Children behave well. They shared their bug boxes and magnifying glasses and explained that they must not use loud voices inside. Children learn to adopt healthy lifestyles. For example, they made healthy eating plates to find out about nutritious foods. They enjoy good opportunities to exercise in the outdoor area and on the school field.

### Outcomes for children are good

All children are well prepared for the next stage of their education. They are confident to explore and learn. For example, they eagerly took part in a bug hunt. They worked together to look under logs and then carefully examined and drew pictures of the bugs they found. Children develop good communication skills and learn new words to extend their vocabulary, such as 'pomegranate'. They work out problems, such as how many can fit in the home corner.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 145987  |
| <b>Local authority</b>                           | Wiltshire   |
| <b>Inspection number</b>                         | 1028894   |
| <b>Type of provision</b>                         | Sessional 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 - 4   |
| <b>Total number of places</b>                    | 15  |
| <b>Number of children on roll</b>                | 23  |
| <b>Name of registered person</b>                 | Grovely Pre-school Committee  |
| <b>Registered person unique reference number</b> | RP520524  |
| <b>Date of previous inspection</b>               | 16 September 2015   |
| <b>Telephone number</b>                          | 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 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.

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