

Grosvenor Community Pre-School



c/o Appletree Gardens First School, Appletree Gardens, WHITLEY BAY, Tyne and Wear, NE25 8XS

Inspection date	19 October 2016
Previous inspection date	30 April 2013

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

- Overall, the quality of teaching is good. The well-qualified staff team plans activities that are stimulating and interesting and support children to make good progress.
- Children's assessment information is reviewed well by the manager and her deputy. This helps to secure any intervention children may require to meet their needs. Effective partnership working with other professionals involved with children further supports children's individual circumstances.
- Children's behaviour is good. Staff use age-appropriate strategies to help children to develop an understanding of boundaries and expectations within the pre-school.
- Children's physical health is given high priority. Routine activities, such as handwashing are carried out and daily opportunities are provided for children to experience play and learning outdoors.

It is not yet outstanding because:

- Staff do not take enough account of promoting children's independent activity when planning the learning environment.
- Although there is a programme for ongoing development, this is not yet fully aimed at raising the quality of teaching for the youngest children to an even higher level.

What the setting needs to do to improve further

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

- take more account of the opportunities to enable children to move freely about the premises and make their own choices about their play
- extend the programme of professional development so it focuses more precisely on improving teaching for the youngest children even further.

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 pre-school manager.
- The inspector held a meeting with the manager. She looked at and discussed 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 parents and carers during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding among staff of how to respond to any concerns regarding children's welfare. Clear procedures are in place to manage any allegations that may be made against a member of the staff team. Overall, self-evaluation is good. The pre-school has recently started to take two-year-old children. The manager has identified some areas for development in order to promote outcomes for this group of children to the highest level. The views of staff and parents are actively sort as part of the self-evaluation process. This helps to identify additional areas of priority. The manager maintains a generally good overview of the educational activities provided for children. This ensures experiences offered to children reflect their interests and stage of development.

Quality of teaching, learning and assessment is good

Staff provide very good opportunities for children to develop their mathematical skills. They give children small baskets to collect large leaves outside and encourage them to count and find out how many they have. Children engage well with this activity and recite some numbers in sequence. Counting skills are supported further during activities indoors, such as cooking. Staff help children to count up to 19 when counting the numbers of squares of chocolate they need to make their cakes. Children's communication skills are supported well. Staff use effective strategies, such as using simple clear instructions and providing sufficient time for children to think before they respond. This is of particular benefit to children who speak English as an additional language and helps them to develop their speaking skills.

Personal development, behaviour and welfare are good

High-quality information is gathered from parents when children first start attending the pre-school. Staff use this information well to provide continuity in children's physical and emotional well-being. Good partnerships with the host school help to provide further continuity of care when children leave pre-school and move into school. Staff provide very high levels of care. They are skilled in recognising when children may be feeling unwell or tired and provide gentle reassurance. Children receive constant supervision from staff throughout the session. This helps children to develop confidence and show motivation when they try new experiences for themselves. Parents are highly complimentary about the care their children receive. They use words, such as fantastic and excellent when sharing their views on the support provided by the staff team.

Outcomes for children are good

Children make good progress and some make progress that is better than good, in some aspects of their learning. They develop key skills, such as early writing. This provides a strong foundation for their future learning in school. Children become engrossed in making marks with chalks outside. They draw lines to make zebra crossings on the pathway and create their own traffic lights, showing great detail in their representations.

Setting details

Unique reference number	EY339272
Local authority	North Tyneside
Inspection number	1064907
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	16
Number of children on roll	32
Name of registered person	Grosvenor Community Pre-School Committee
Registered person unique reference number	RP910828
Date of previous inspection	30 April 2013
Telephone number	07960 528861

Grosvenor Community Pre-School was registered in 2006. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 or higher. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to midday, Monday to Friday, and 12.45pm to 3.15pm, every day except Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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