

# The Grange Pre-School

Graham Adams Centre, St James Road, Southam, Warwickshire, CV47 0LY



## Inspection date

30 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provide an interesting and stimulating learning environment. Children have good opportunities to follow their personal interests, use resources and materials in their own way and lead their own individual learning.
- Staff are well qualified. They observe and assess children's development and identify the next steps for their learning. They plan suitable experiences and activities to help them achieve these and make good progress.
- Children are encouraged to manage as much as possible for themselves. Staff invite them to share their skills and show other children how to achieve things. Children relish these opportunities to demonstrate their increasing independence. Their sense of self-esteem and confidence is successfully nurtured.
- When children also attend other settings, staff exchange information about their progress and development, helping to promote a collaborative approach. Children who have special educational needs and disabilities are supported well. Staff work cooperatively with parents and other professionals to ensure that these children's specific care and learning needs are promoted effectively.
- The manager and staff are reflective practitioners. They meet regularly to discuss and review practice. They identify strengths and aspects for further development to continue raising the quality of teaching, provision and outcomes for children.

### It is not yet outstanding because:

- Staff do not seek sufficiently detailed information from parents about children's skills and development when they start attending.
- Although staff build good relationships with parents, they do not consistently share enough information about how parents can support children's ongoing learning at home.

## What the setting needs to do to improve further

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

- seek more detailed initial information from parents about what children already know and can do in order to plan for their immediate learning needs
- share more information with parents about how they can continue to support their child's learning and achievement at home.

### 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. She discussed the pre-school's self-evaluation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand the potential indicators of abuse or neglect. They are confident of procedures to follow if they have concerns about a child's welfare. Staff carry out daily checks to ensure that children are safe in the pre-school. Staff access relevant training to keep their skills and knowledge up to date. They have opportunities for ongoing professional development, particularly in relation to their specific roles and responsibilities. The manager regularly attends managers' meetings in the locality to share information, ideas and good practice. Systems for tracking children's progress have recently been revised. The manager monitors the curriculum and children's attainment and identifies aspects of learning to target further.

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

The staff team is well established and the quality of teaching is consistently strong. Staff model counting and build on children's understanding of quantity and size. They foster children's interest in garden creatures and the natural world. Staff effectively promote children's communication and speaking skills. They model good use of language, repeat back what children say and extend their vocabulary. They make skilful use of questioning to encourage children's thinking and reasoning skills and prompt them to express their thoughts and ideas. For example, as children drop objects into plumbing pipes, staff ask what would happen if the items were bigger. They encourage children to try different articles, testing whether or not they fit.

### Personal development, behaviour and welfare are good

Staff work closely with parents to help children settle and gain confidence when they begin attending the pre-school. Children form good relationships with staff and each other. They are settled and happily explore their surroundings. Staff encourage children to have a go and keep trying, helping to foster perseverance. They set a good example and teach children to share, take turns and behave well. Staff skilfully weave in opportunities to reinforce messages about safety through children's play and activities. Children begin to show awareness of how to keep themselves safe, such as how to safely carry scissors. Staff provide healthy snacks and drinks and children have plenty of opportunities to be active, contributing to their physical well-being.

### Outcomes for children are good

Children make good progress from their starting points. Where there are gaps in their learning, or their achievement is below typical levels, focused support helps them to catch up with their peers. Children practise physical skills and begin to develop the dexterity that they will need in readiness for writing. They explore how things work and enjoy using a digital camera, magnets and magnifying glasses. Younger children enjoy mixing materials and sensory exploration. Older children demonstrate their ability to reason, talk about what is happening and explain why. They are confident to share and review their ideas and work collaboratively with others to achieve a shared goal. They begin to link sounds to letters. Children are developing key skills that they need for their future learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY489813
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1015184
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	The Grange Pre-School Ltd
<b>Registered person unique reference number</b>	RP902768
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01926 814953

The Grange Pre-School was re-registered in 2015. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The pre-school opens from Monday to Friday, term time only, from 9.05am until 12.05pm. A lunch club is offered from 12.05pm until 12.35pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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