

Grendon Pre-School

The Old Chapel, Main Road, Grendon, NORTHAMPTON, NN7 1JW



Inspection date	2 March 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

- Children form close relationships with staff and their peers. Staff encourage a gradual introduction into the pre-school. Children's individual care needs are well known by staff and incorporated into the day.
- Children are well supported throughout their placement. A well established key-person system is in place. Staff communicate with parents on a daily basis to keep them informed of their child's day, their progress and achievements.
- Children behave well and their self-esteem and confidence is well supported by staff. They receive lots of praise and encouragement and learn the importance of being kind and courteous towards each other.
- The safety of children is a priority. Staff take good steps to ensure that all potential risks within the environment are identified and minimised. Children regularly practise the fire evacuation drill to ensure they remain fully aware of the procedure to follow in the event of an emergency.

It is not yet outstanding because:

- Staff's initial planning for children is not always based on what children already know and can do. Staff do not seek this level of information from parents when children first start attending.
- Staff have not yet established highly successful ways to enable parents to share information about their child's learning at home, so that this information can be used to best effect by staff as they plan for children's future learning.

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 information from parents about what their children know and can do at the start of their child's placement
- extend the methods used to obtain information from parents about children's learning at home so that these are successful in giving staff a broader picture of children's capabilities and achievements as they plan for their future learning.

Inspection activities

- The inspector observed activities in all of the play areas, the outside learning environment and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and member of the committee of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully conversant with the possible signs of abuse and neglect and the process for sharing their concerns in order to keep children safe. Robust recruitment processes are in place. Suitability checks and ongoing professional development opportunities ensure that staff are suitable and knowledgeable in the childcare field. Self-evaluation is used effectively to identify potential areas for development within the service and to look at ways of continually enhancing the service provided. Parents speak positively about the care their children receive. They value the staff and the service they provide and are happy with the progress their children are making.

Quality of teaching, learning and assessment is good

Children enter a bright, exciting environment and are greeted warmly by staff. A wide variety of activities capture children's interest and they settle quickly into their chosen activity. Children's language and communication skills are supported very well. Staff listen intently to what children have to say and encourage them to share their ideas. Activities support children across all areas of learning. Books are plentiful and staff nurture children's enjoyment of books. Staff are animated as they read to children and make stories come alive for them, and encourage children's involvement in telling the story. Children enjoy experimenting as they play. For example, they fill jugs with water and pre-empt how it will move along drainpipes. They rearrange the drainpipes to see if they can make the water move in different directions, moving from one drainpipe to another.

Personal development, behaviour and welfare are good

Children enjoy being physically active and benefit from fresh air each day. They spend time outdoors where their learning continues. Children learn to move in different ways and that being active is good for their body. They use their large and small-muscle skills in many ways. For example, they carefully move across balancing beams and use small tools and kitchen utensils to re-enact familiar experiences, such as pretending to cook in the play kitchen. Children understand the importance of washing their hands before eating and after playing outdoors to get rid of the germs on their hands. They enjoy a good variety of healthy foods at snack time and individual dietary needs and preferences are known by staff and taken into account.

Outcomes for children are good

All children make good progress, taking account of the starting points in their learning. They develop a good range of skills in readiness for school. They are motivated to learn and show good levels of concentration. Children develop good early reading and writing skills. They have many opportunities to make marks both in the indoor and outdoor play areas. Children learn to recognise and write the letters that form their names. Children enjoy being creative. They mix colours and talk about what they have created.

Setting details

Unique reference number	EY490506
Local authority	Northamptonshire
Inspection number	1018250
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	17
Name of registered person	Grendon Pre-School
Registered person unique reference number	RP534679
Date of previous inspection	Not applicable
Telephone number	01933 664381

Grendon Pre-School was registered in 2015. It operates from The Old Chapel in Grendon Village, Northampton. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 to 7, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm Monday to Friday. 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.

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 2017

