

Grange Park Pre-School

Grange Park Community Centre, School Lane, Grange Park, Northampton,
Northamptonshire, NN4 5FZ



Inspection date

7 March 2017

Previous inspection date

14 May 2013

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Ofsted has not been provided with all the relevant information about changes to committee members. This means that checks have not been carried out to ensure that all members are suitable to be involved in the running of the pre-school.
- The provider has not established her responsibilities relating to data protection and the safe storage of information and images, in order to ensure children's safety and welfare.

It has the following strengths

- The provider, committee and staff work well as a team. Together, they evaluate the practice of the pre-school and set realistic targets for future developments. They have successfully addressed the recommendations raised at their last inspection.
- Partnerships with parents are strong. The setting ensures that parents are kept up to date with their children's progress. Staff offer parents suggestions about how they can support their children's learning at home. This supports a consolidated and continuous approach to children's development.
- Staff closely observe children as they play, accurately assessing their developmental stages and interests. This helps them to plan appropriate next steps in children's learning and to promote their good progress.
- Children enjoy a variety of activities. Staff have a clear understanding of how young children learn through their own interests. As a result, children have fun and enjoy their time at the pre-school.
- Effective settling-in procedures are in place. This supports the strong bonds and warm relationships that children form with staff.

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 is provided with the necessary information to enable suitability checks to be carried out on committee members | 31/03/2017 |
| ■ improve understanding of the statutory requirements regarding responsibilities for data protection and the safe storage of information and photographs of children. | 08/03/2017 |

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Ann Lee

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not followed the correct procedures for providing Ofsted with the required details about committee members. 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. In addition, the provider does not have a suitable understanding of her responsibilities under the Data Protection Act. Safeguarding is effective. The provider and staff demonstrate a good knowledge of the procedures to follow if they have concerns about children in their care. Children are well supervised at all times. Recruitment of staff is robust. Regular supervision meetings help to ensure their ongoing suitability and help to identify training needs. Partnerships with schools that children move on to are very well established. Parents speak very positively about the care and learning opportunities that their children receive at the pre-school.

Quality of teaching, learning and assessment is good

Staff interact with children enthusiastically and recognise the uniqueness of each child. They enthusiastically play alongside children, engaging in meaningful conversations. This helps to promote children's communications skills. Children's imagination is developing. They confidently talk to visitors about the potatoes they are preparing for their tea. Children's early mathematical development is continually promoted as they play. For example, as children build towers from wooden blocks, staff help them to identify the different shapes and colours of the bricks. Staff ensure that all ages and abilities of children are appropriately supported during whole-group activities. Older children relish opportunities to sing songs in front of their peers. Gaps in children's learning are quickly identified. Effective partnerships with outside professionals help to ensure that these are closed as swiftly as possible.

Personal development, behaviour and welfare require improvement

Weaknesses in the provider's knowledge of the Data Protection Act mean that children's welfare is not fully assured. Nevertheless children are cared for in a safe and secure environment. Children behave very well at the pre-school. They play together cooperatively and learn to share and take turns. Staff regularly praise children for their efforts and achievements. Children are provided with lots of opportunities to develop their independence skills. They are encouraged to do things for themselves. Children decide when to have their snack and competently wash their hands in preparation. Children have lots of opportunities to develop their physical skills. They regularly play in the fresh air and enjoy walking to local woods and parks.

Outcomes for children require improvement

All children, including those who have special educational needs and/or disabilities and those for whom the setting receives additional funding, are working within the range of development expected for their age. They are confident and motivated learners. Children are acquiring skills in readiness for the next stage of their learning.

Setting details

| | |
|--|----------------------------------|
| Unique reference number | EY285845 |
| Local authority | Northamptonshire |
| Inspection number | 1064579 |
| 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 | 48 |
| Number of children on roll | 77 |
| Name of registered person | Grange Park Pre-School Committee |
| Registered person unique reference number | RP524448 |
| Date of previous inspection | 14 May 2013 |
| Telephone number | 0772 9151944 |

Grange Park Pre-School was registered in 2003. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. 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

