

Glenfall Pre-School

Glenfall CP School, Glenfall Way, Charlton Kings, Cheltenham, Gloucestershire, GL52 6XZ



Inspection date

Previous inspection date

10 May 2017

27 April 2015

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

- The manager monitors staff extremely well and makes sure they use opportunities to develop skills and knowledge. Recent training has supported staff to develop the outdoor space to improve children's risk taking, learning and development.
- Staff communicate extremely effectively with children. For example, they ask questions and engage in detailed conversations about how and what children are doing.
- Staff monitor children's progress well. They identify gaps in learning and provide support to help close them promptly. All children make good progress with their learning.
- Staff provide stimulating environments for the children, overall, with accessible play materials. Children confidently choose what they want to play with and how they like learning.
- The staff have strong partnerships with parents. They regularly share information about children's learning and development. Children benefit from consistent experiences at home and in the setting.

It is not yet outstanding because:

- Occasionally, staff interrupt children's self-chosen play with other suggestions which disrupts the flow of their ideas.
- Staff sometimes miss opportunities to make sure that all children can engage and take part in group times, to support their learning and development as well as possible.

What the setting needs to do to improve further

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

- make sure that children have sufficient time to complete self-chosen tasks before staff offer new ideas or suggestions
- enhance routine activities that support all children to engage and learn in ways that meet their needs.

Inspection activities

- The inspector observed the quality of the teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint evaluation of children's learning with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of paperwork, including risk assessments, complaints, child protection and children's records, policies and procedures.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The manager uses feedback from parents, staff and children to help identify areas for development. For example, she organised parent's evenings about the curriculum as parents had expressed an interest in better understanding how they could help their children learn and develop. Arrangements for safeguarding are effective. All staff have updated their knowledge about vulnerable children and how to act on concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff know children well. They have high expectations for children and encourage mathematical skills. For example, in the outdoor area, children take turns to hide the dinosaurs. Staff offer positional clues to help others find them and support counting to make sure all the dinosaurs had been found. Staff support children's use of technology. For instance, they help them to find the program they want and discuss what happens as children press different buttons. Children show good thinking, imagination and language skills. For example, when asked where the dinosaur in the book has gone, they explain to staff that they cannot see it because it is camouflaged to help protect it. Children are encouraged to experiment and create. For example, when painting, children can use brushes, fingers and squeeze out paint from the tubes. They have lots of paint to move round their paper, making different shapes and marks.

Personal development, behaviour and welfare are good

Staff teach children about healthy practices. For example, children discuss the importance of Vitamin C found in fruit to help them stay healthy, as they squeeze oranges, lemons and limes to make juice. Children's behaviour is good and they show kindness and consideration to others. For example, children readily share toys, take turns using favourite bikes and electronic toys and let other children share maps they have drawn to find the hidden items. Children learn about others and are well prepared for moving on to school. For instance, they learn about different celebrations and visit the school to share lessons with reception children.

Outcomes for children are good

Children are generally engaged and enjoy learning. Younger children eagerly take off socks and shoes to paddle in the water-filled tray, then make foot prints and compare foot sizes. Older children show good imagination, such as when they engage others in their play, discussing the pretend cakes they have made, recalling the ingredients used and asking the staff to try them. Children persevere with independent skills, such as putting socks and shoes on after playing in the water tray.

Setting details

Unique reference number	511772
Local authority	Gloucestershire
Inspection number	1091202
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	21
Number of children on roll	26
Name of registered person	Glenfall Pre-School Group Committee
Registered person unique reference number	RP520067
Date of previous inspection	27 April 2015
Telephone number	01242 234055

Glenfall Pre-School registered in April 2001. The setting is open during school term time on Monday, Tuesday, Wednesday and Friday 8.50am-2.50pm and Thursday 8.50am-11.50am. The setting employs four staff, three of whom hold appropriate childcare qualifications; one at level 3, one at level 6 and one holds early years professional status. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years old.

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