

# Grenfell Preschool

South Green Memorial Hall, Southend Road, BILLERICAY, Essex, CM11 2PR



<b>Inspection date</b>	10 October 2017
Previous inspection date	25 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and her committed staff team are passionate and strive to deliver the highest-quality provision for children and their families. They identify areas effectively to develop further. They implement changes to achieve goals set in improvement plans and continue raising standards.
- The environment indoors and outside is inviting and exciting for children. Children develop their skills and understanding across all areas of learning. They make good progress in relation to their starting points on entry to the pre-school.
- Children settle quickly and soon establish strong and respectful attachments with staff. They demonstrate that they are happy and feel safe and secure in their care.
- Staff work effectively as a team indoors and outside, ensuring children's safety and supporting them in their play and learning.
- Partnerships with parents are a key strength. Parents speak highly of the friendly, caring staff team and the welcoming and nurturing environment that they provide for their children.

### It is not yet outstanding because:

- Staff, sometimes, overlook opportunities to extend children's thinking skills. On occasions, staff do not fully challenge the most able children.
- Links with other settings that children also attend are not fully established to complement children's care and learning experiences.

## What the setting needs to do to improve further

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

- focus more precisely on providing greater levels of challenge that help all children make rapid progress
- enhance communication links with other settings that children also attend so that information can be shared to help plan activities more precisely that complement their learning experiences.

### 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 to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the safeguarding policy and evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The manager provides strong leadership for the committed, established staff team. She works alongside the staff and effectively monitors their performance. Overall, regular meetings provide opportunities for staff to discuss ideas and share good practice. Staff forge effective partnerships with parents to ensure consistency in children's care and learning. The arrangements for safeguarding are effective. Recruitment of staff is robust. There are effective induction procedures in place which contribute to the safe and efficient management of the pre-school. The manager and staff demonstrate a good knowledge and understanding of child protection procedures. They take effective action to protect children's health, safety and well-being. Staff supervise children well.

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

Staff demonstrate a good understanding of how children learn and develop. Staff have a good knowledge of their key children and are confident to talk about their development. They use observations and assessments effectively to identify children's next steps in learning and monitor their progress. Staff promote children's communication and language development especially well because their interactions with them are strong. Staff get down to children's level and join in with play experiences. Children enjoy joining in conversations with staff about what they are doing and are eager to learn and use new words. Staff keep parents well informed about their children's day and share ideas about how to extend their learning at home.

### Personal development, behaviour and welfare are good

Children thrive in the warm and welcoming pre-school. They demonstrate that they are happy and feel safe and secure. Children are able to follow pre-school routines well. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise in the outdoor area. They know about the importance of washing their hands before meals and are developing independence skills appropriate to their age. Snacks are nutritious. Children enjoy this social time when they can sit and talk to staff and their friends. Children show great confidence as they explore the stimulating environment happily and with self-assurance. Staff are very good role models. They create a positive environment of mutual trust and tolerance. Children behave very well. They are very kind towards each other and are well mannered.

### Outcomes for children are good

All children make good progress from their starting points and achieve well. Children are active and independent learners and are inquisitive to try new things. They enjoy group activities, enthusiastically joining in with familiar songs and rhymes. Children look at books, happily exploring them on their own or with others. They develop strong friendships and become confident and articulate communicators. All children acquire the skills and attitudes to support their future learning.

## Setting details

<b>Unique reference number</b>	402165
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064149
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Grenfell Pre-School
<b>Registered person unique reference number</b>	RP523876
<b>Date of previous inspection</b>	25 October 2013
<b>Telephone number</b>	01277 652366

Grenfell Preschool was registered in 1972. The pre-school employs seven members of childcare staff, of whom six hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, term time. Sessions are from 9.15am to 11.45am on Mondays, Wednesdays and Thursdays and from 9.15am to 3pm on Tuesdays and Fridays with lunch club from 11.45am to 12.30pm.

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