

Grange Park Pre-School

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



Inspection date	13 December 2017
Previous inspection date	7 March 2017

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the management team has made effective changes to ensure requirements are met. They have improved the way that Ofsted is notified of all committee members and ensure that children's data and information is kept secure.
- Parents speak in a positive way about the pre-school. They comment that the staff are always willing to go the extra mile to support them. They comment on how well their children are making progress, particularly in their social skills and independence.
- Children who have special educational needs and/or disabilities are supported very well. Pre-school staff work very closely with parents and other agencies to ensure the children's needs are met and they adapt activities to ensure that everyone can take part. This has a positive impact on children's feeling of well-being and belonging in the pre-school.
- Children are safe in this busy and vibrant pre-school. The higher than required staff-to-child ratio is effective in ensuring that all children receive good amounts of attention and interaction. Children show positive behaviour and respond to staff's gentle reminders.

It is not yet outstanding because:

- Managers' assessment of staff performance does not identify precisely enough on what they need to continue to improve.
- Older children have fewer opportunities to develop their awareness of how to measure short periods of time.

What the setting needs to do to improve further

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

- extend the performance management and monitoring of staff practice to precisely identify areas for their individual ongoing professional development
- focus more precisely on helping older children to learn about how to measure short periods of time.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held meetings with the pre-school manager, deputy and with two members of staff. She looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke with children during the inspection.
- The inspector spoke with a number of parents on the day and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team has an understanding of how to keep children safe and promote their welfare. Staff have completed training in child protection and they provide effective supervision during activities. Children are encouraged to think about how they can keep themselves safe during activities through discussion with staff. The recruitment of suitable members of staff is effective and regular checks are made on their ongoing suitability. Staff are encouraged to keep their knowledge up to date through training and working towards qualifications. They recognise how the increased knowledge has a positive impact on their confidence and understanding of how to support children to make the best progress they can.

Quality of teaching, learning and assessment is good

Teaching is good. Children thoroughly enjoy the staff's positive and encouraging involvement in their play. They help children to think about what they are doing and how they can solve problems. For example, children create models from a variety of cardboard boxes and tubes. Staff talk to them, encouraging them to consider how they can successfully secure the tubes to make a spaceship. Staff actively promote children's communication skills and their vocabulary. They use descriptive words as children explore messy play, such as sand and shaving foam and children are confident to point out which foods they prefer as they help prepare for snack time. Children become fully engaged in their activities because the planning is led by their interests. Staff make accurate observations and assessments of children's progress, which informs the planning of future activities.

Personal development, behaviour and welfare are good

Children are able to settle in when they start attending because staff work closely with their parents to find out about the children's individual needs. Children clearly demonstrate that they feel confident and a sense of belonging in the pre-school. They seek out their friends and show care and concern for one another. They confidently choose the activities they want to play with and ask staff for assistance if they need it. Children are curious, interested and motivated to take part in the activities. Staff promote children's developing understanding of healthy lifestyles. Children enjoy playing outside every day. They run around in the large hall, play games in large groups and use equipment, such as bats, balls and tunnels. Staff support children to be independent in the bathroom. They eagerly wash their hands before eating and after messy play. Children dress themselves ready for outside play.

Outcomes for children are good

Children are making good progress from their individual starting points. They are widening their experience and are learning skills that help prepare them for starting school. They work together well and show respect for one another. Children's awareness of literacy is developing as they enjoy stories and find their name cards when they arrive.

Setting details

Unique reference number	EY285845
Local authority	Northamptonshire
Inspection number	1088442
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	72
Name of registered person	Grange Park Pre-School Committee
Registered person unique reference number	RP524448
Date of previous inspection	7 March 2017
Telephone number	0772 9151944

Grange Park Pre-School registered in 2004 and is managed by a committee. The pre-school employs 14 members of childcare staff. All hold early years qualifications between level 2 and 6, including one with early years teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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