

Grange Pre School Playgroup

Grange Children Centre, Church Gardens, Ealing, London, W5 4HN



Inspection date

6 March 2018

Previous inspection date

8 July 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

- Staff work effectively with parents. Parents are very happy with the service provided. Staff regularly keep parents informed about their children's achievements and offer suggestions about how they can support learning at home.
- Children are confident, happy and settled. They build strong relationships with staff and each other. Staff are caring and regularly praise children for their achievements. This helps to promote children's emotional well-being.
- Staff skilfully interact with children as they play to help extend their learning. Key persons know their children well and make accurate observations of children's play to help measure and monitor their progress. The manager uses additional funding effectively to enrich children's learning and help close gaps in progress.
- Children are well prepared for their future and starting school. They develop good self-help skills. Staff patiently encourage them to do things for themselves.

It is not yet outstanding because:

- The manager does not monitor the impact of staff training as well as she could, to ensure they all understand any changes to requirements.
- Although staff have a sound understanding of children's current abilities and learning needs, they do not always rigorously follow these up in their planning and teaching.

What the setting needs to do to improve further

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

- build further on systems for performance management and staff supervision to ensure that the impact of training is monitored and any changes to requirements are embedded and well understood by all
- focus planning and teaching even more precisely on children's identified next steps for learning to ensure input and support consistently target where they are needed.

Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector completed a joint observation with the manager.
- The inspector observed activities inside and outdoors.
- The inspector talked to staff and children, and held regular discussions with the manager.

Inspector

Elizabeth Shack

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff clearly understand how to report concerns about children's safety, welfare or the behaviour of a colleague to protect children from harm. The manager deploys staff well so that they continually supervise children. The manager and her deputy monitor the quality of children's assessments and supervise staff practice to improve the quality of teaching. Managers evaluate the progress made by groups of children to ensure all children make good progress. This recently resulted in changes which improved the outcomes for boys' mathematical development. Strong partnerships between staff at the playgroup and at the local children's centre and primary school, all located on the same site, support children's transitions between settings well.

Quality of teaching, learning and assessment is good

Staff work well with parents to get to know each child and find out what they can already do before they start, to help them provide suitably challenging and interesting activities. Children access a wide range of enjoyable activities and resources that supports their development well. Staff support children's speaking and listening skills successfully. For example, they effectively question children to challenge their thinking and to extend their play ideas. Children develop a good understanding of mathematical concepts through play. For example, they enjoy using their fingers to represent numbers during song and group times. Staff encourage children to compare the sizes of objects through play activities. Children demonstrate curiosity when experimenting with real objects, such as scales, and make connections between these and their experiences at home. They comment on the marks they make as they paint.

Personal development, behaviour and welfare are good

All children demonstrate high levels of confidence and security. Children understand how to keep themselves healthy. For example, they roll up their sleeves and go to wash their hands when they see tables being prepared for snack time. Children have plenty of opportunities to spend time outdoors in the fresh air and be physically active. Staff provide children with good opportunities to learn to manage small risks and practise their independence. For example, under supervision, children use knives to cut up their fruit and use jugs to pour their own drinks.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children gain the skills they need to help them with their eventual move to school. Children develop their physical skills well through a range of activities, such as climbing on the outdoor apparatus. They concentrate intently as they use small movements to stick lentils onto paper. They use their imaginations well, such as when they pretend to go shopping, and play cooperatively with their friends. Children who are learning English as an additional language make rapid progress.

Setting details

Unique reference number	118182
Local authority	Ealing
Inspection number	1125032
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Grange Playgroup Committee
Registered person unique reference number	RP911120
Date of previous inspection	8 July 2015
Telephone number	02088408156

Grange Pre School Playgroup registered in 1975. It operates within the grounds of Grange Primary School/Children's Centre in the London Borough of Ealing. It is open each weekday from 9.15am to 3.15pm during term time only. The pre-school offers funded free early education to children aged two, three and four years. There are six members of qualified staff, including the manager.

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