

# Grafton Pre-school

United Reformed Church Parlour, Main Avenue, Enfield, Middlesex, EN1 1DJ



## Inspection date

22 May 2018

Previous inspection date

9 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has not ensured that at least one person who has a current paediatric first-aid certificate is on the premises and available at all times when children are present.
- Although the provider checks staff's practice each term, this does not precisely identify how they can raise the quality of their practice to a higher level.
- Staff do not consistently make the most effective use of assessments to monitor children's overall progress more precisely and help them identify and close any gaps in learning as quickly as possible.
- Staff do not consistently gain detailed initial information from parents about children's capabilities and development in order to help them build on their initial skills more precisely.

### It has the following strengths

- All children are supported very well to develop good communication and language skills. Staff ensure that they speak clearly to children as they skilfully engage them in a wide range of interesting conversations. They repeat words correctly and use simple sign language and gestures to successfully make their meaning known.
- Children develop very strong relationships with staff. They seek them out for comfort when needed and enjoy spending time with them. Children are delighted when staff join in with some of their games. For example, they talk to them about the pretend ice cream they have made using sand. Children are thrilled by staff's request for them to make coconut flavour.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- ensure that at least one person who has a current paediatric first-aid certificate is on the premises and available at all times when children are present and must accompany children on outings. 08/06/2018

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

- seek more detailed information from parents about children's learning and development on entry
- develop the use of assessment to monitor children's progress even more closely to help close any gaps in learning swiftly so that children make the best possible progress
- extend the use of more targeted professional development opportunities to strengthen staff's existing knowledge and teaching skills further.

### 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 evaluation of an activity with the manager.
- The inspector held a number of discussions with the provider, manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider has failed to ensure that at least one member of staff has a current paediatric first-aid qualification. This compromises the safety and welfare of children in the event of an accident. The manager ensures that the views and opinions of parents, staff and children are taken into account as part of reflective practice. Parents are provided with information about their children's progress and how they can support this at home. Risk assessments are carried out every day as the staff set out activities and equipment. There is a secure entry system to the pre-school. All visitors are required to ring the doorbell to alert staff of their arrival. Partnerships with other professionals helps to support children's learning and ongoing well-being. The manager makes contact with the schools that children will be moving on to and provides teachers with information to support continuity of learning.

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

Children are making good progress. The staff consistently encourage them to take part in play and learning. They introduce mathematical language, such as 'longest' and 'biggest' when describing what children are doing. When playing with models of sea creatures children are able to successfully identify some of them by name, for example, crab and octopus. This demonstrates their growing understanding of the wider world. Children have fun taking part in imaginary games using props, such as pushchairs and a shopping trolley. They walk around the outdoor play area skilfully steering these toys around obstacles in their path. Children have plenty of fun taking part in water play. They laugh and giggle as it flows quickly down a piece of guttering and splashes them.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean children's well-being is compromised. Children are encouraged to become independent. They can pour drinks from a jug and peel their own small orange. Children demonstrate confidence as they take part in physical activities and follow appropriate hygiene routines. Staff support children to learn how to keep safe. For example, they talk to them about being careful as they climb large equipment and use a slide. Children behave well. They respond positively to reminders from staff about sharing and taking turns.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, are making good progress. Children confidently solve problems. For example, they spend time working out how to successfully collect water in a container. They use good hand-to-eye coordination as they carefully pour it down a chute. Children learn about volume when they discover that water tipped from a large container to a smaller one overflows. Children are developing good physical skills and make close friendships with their peers.

## Setting details

<b>Unique reference number</b>	135294
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1135646
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rosemary Stella Hutley
<b>Registered person unique reference number</b>	RP511679
<b>Date of previous inspection</b>	9 March 2016
<b>Telephone number</b>	020 8363 0436

Grafton Pre-school registered in 1982. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 11.45am and from 12.15pm to 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.

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