

# Graveley Preschool

Graveley Village Hall, Graveley, HITCHIN, Hertfordshire SG4 7LE



<b>Inspection date</b>	10 January 2019
Previous inspection date	15 May 2015

<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 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

- Children are happy and confident here. They happily explore the resources and activities. Children are engaged in their play and concentrate for long periods of time.
- The dedicated manager is committed to developing the pre-school and experiences for children even further. She effectively reflects on practice and works with the local authority early years adviser to implement further improvements. For example, they recently reviewed the mathematical resources. As a result, children are more engaged with these resources and their mathematical knowledge is improving.
- Children learn that their voice is important here. For example, they vote on what activities they would like to do next and staff follow children's interests. During a singing session children choose the songs by pointing to pictures. They enthusiastically join in. Children are supported to develop their communication skills.
- Parents comment extremely positively that the staff and manager are committed to working with families to support children. They add that staff develop effective working relationships with families and other professionals and that staff are flexible in how they support children's individual needs.
- At times, staff do not always make the most of opportunities to extend the thinking and provide enough challenge for the older and most able children, to support them to make the best possible progress.
- Although children enjoy an excellent variety of nutritious foods at snack time, there are missed opportunities to teach children about healthy lifestyles; in particular the benefits of healthy food choices.

## What the setting needs to do to improve further

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

- develop the quality of teaching even further to consistently provide more challenge and extend thinking at every opportunity for the older and most able children, to support them to make the best possible progress
- provide children with more opportunities to learn about the importance of healthy lifestyles; in particular the benefits of healthy food choices.

### 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 carried out a joint observation of an activity and evaluated this with the manager.
- The inspector discussed children's assessments and the planning. She looked at a range of documents, including the safeguarding procedure.
- The inspector held a meeting with the manager. She discussed the pre-school's self-evaluation and checked evidence of the suitability of staff working within the pre-school.
- The inspector spoke to parents during the inspection and took account of their views and other written feedback. The inspector spoke to staff and children when it was appropriate.

#### Inspector

Becky Williams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager conducts thorough checks to ensure staff are suitable to work with children. Staff have a secure knowledge of how to protect children from harm. They know the procedures to follow in order to report any concerns about the welfare of a child. Staff benefit from regular supervision meetings. The manager uses these meetings to effectively share knowledge and support staff to provide strong quality of teaching. The manager works alongside her staff and models good practice. She carefully monitors groups of children to swiftly identify and address any gaps in learning. She thoughtfully uses any additional funding to benefit children. For example, she invested in training and resources to develop children's language skills. Following feedback from parents, the manager has adapted the start of sessions. As a result, all children settle more quickly.

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

The staff are all well qualified and understand how to support children's learning. They talk confidently about the children. They know where children are in their learning and how they plan to support children to make further progress. Staff work closely with parents and regularly review children's progress with them. Children happily explore the activities and resources. They enjoy exploring cereal and milk. Children use their senses to smell and listen when the cereal makes popping noises as they carefully pour on milk. They discuss how and why the cereal changes from crunchy to soft. Staff thoughtfully support children. Children benefit from regular opportunities to develop their mathematical skills. For example, they count out the pieces of fruit at snack time. Staff support children who speak English as an additional language in a variety of ways. For example, staff learn key words.

### Personal development, behaviour and welfare are good

Staff are excellent role models and promote manners and kindness at every opportunity. Children listen carefully to staff and quickly adjust their behaviour when reminded of expectations. Children behave well. They are happy to share toys and take turns with their friends. Staff develop warm and caring relationships with the children. There are many fun and caring interactions. Staff provide frequent opportunities to enable children to become independent. For example, children show their friends how to clear away after snack. They put on their coats and gloves before playing outside. Children benefit from fresh air regularly.

### Outcomes for children are good

Children gain the skills and knowledge to prepare them for the next stage in their learning or school. They learn to manage tasks independently, for example they concentrate as they use scissors. Children develop their literacy skills. Younger children use a variety of tools as they play with dough. This helps them develop the control they need for writing. Older children practise tracing, copying and writing their names. All children make clear progress from their starting points over time, including those whose starting points are lower than average.

## Setting details

<b>Unique reference number</b>	EY465365
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10070416
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Mini Makers Pre-School Partnership
<b>Registered person unique reference number</b>	RP532788
<b>Date of previous inspection</b>	15 May 2015
<b>Telephone number</b>	07595486473

Graveley Preschool registered in 2013 and is located in Graveley. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The pre-school operates from 9.15am to 3.15pm Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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