

# Inspection of Grove Road Pre-school

Grove Wood Primary School, Grove Road, Rayleigh, Essex SS6 8UA

---

Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have exciting opportunities to explore woodland areas and experience some of the wonders of the world. They run and climb and develop their physical abilities. Children are happy and feel safe taking risks in their play under the observing eyes of staff. Children look for insects with magnifying glasses and become more confident to examine small creatures, such as worms and slugs.

Children understand the routines of the pre-school and the expectations of staff. They stand still and raise their hands when requested and know that this means a new activity will begin. Children behave well as they listen to the instructions of staff and help to tidy away their resources. They make friends and cooperate with each other. They learn to take turns and share.

Children enjoy sensory activities that stimulate their imagination. For example, they add colours to turn a dough-making activity into a mixture for unicorns. They dress up in costumes and pretend to cook exotic meals, following recipes from other countries. Some children present plates of make-believe food to staff and visitors, while others make saddles for toy horses from dough and decorate them with coins.

### **What does the early years setting do well and what does it need to do better?**

- Partnerships with parents are very strong. Managers and staff involve parents in the life of the pre-school and all of the activities children enjoy. Parents say they feel welcome and know their children are safe. Staff and parents exchange information about children's abilities when they start and this continues throughout their time spent in the pre-school. Staff establish strong links with other providers and schools to ensure all children feel emotionally secure when attending other settings and moving on in their learning.
- All children make good progress in their development. Staff carry out frequent observations of children during their play and make accurate assessments of their learning. Staff know the children well. They know what they need to learn next to help them progress. Staff provide individual support to children with special educational needs and/or disabilities. They work closely with other professionals to ensure that children achieve to the best of their potential.
- Staff support children to develop their independence. They promote confidence and self-assurance. Staff teach children how to become resilient and self-reliant. Children experience many activities outdoors and they learn how to work as a team. Children negotiate and cooperate with each other. For example, they work together to draw treasure maps and search for golden coins hidden in the undergrowth.
- Children develop their communication and language skills well. Staff make good

use of puppets to motivate children to engage in activities and encourage conversation. Children have access to a wide variety of books from around the world that stimulate their creative thinking. For instance, they use a book to represent a menu as they pretend to serve food from a restaurant.

- Staff teach children good table manners as they socialise together over their snack. Children learn about the different foods that are good for their health. They spread their own butter and pour drinks into cups. Children manage their own personal care well and understand why good hygiene is important. Staff are kind and nurturing. They praise children frequently for the smallest achievements and this raises their self-esteem and self-worth.
- Staff encourage children to take note of the number of their friends sitting in a circle as they learn the purpose of registration. They also make sure of the correct number of children present so they all return safely from playing outdoors. However, on occasions, staff miss other opportunities to reinforce children's numeracy skills as they focus on routines. For example, as children show them the make-believe coins they have collected, staff do not always take time to help children to count them or compare their successes.
- Managers support staff to manage their workload effectively and maintain their well-being through regular supervision. They support staff to develop their skills. Managers encourage staff to observe each other's practice and provide constructive feedback. However, staff do not always have access to sharply focused professional development opportunities in order to build on their confidence and existing knowledge to an outstanding level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are fully aware of their responsibilities to protect the children in their care. They update their safeguarding training regularly. Staff have a good understanding of the signs that may indicate that a child is at risk of harm. They have a good knowledge of the procedures to follow and where to report any concerns. The managers check regularly that all staff continue to be suitable to work with children.

## **What does the setting need to do to improve?**

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

- make the most of all opportunities to enhance children's understanding of mathematical concepts
- provide more sharply focused professional development opportunities to build on staff's existing knowledge and understanding.

## Setting details

<b>Unique reference number</b>	EY417014
<b>Local authority</b>	Essex
<b>Inspection number</b>	10074611
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Grove Road Pre School
<b>Registered person unique reference number</b>	RP530143
<b>Telephone number</b>	01268 747 322
<b>Date of previous inspection</b>	8 March 2016

## Information about this early years setting

Grove Road Pre-school registered in 2010. The pre-school opens from Monday to Thursday from 8.25am until 11.25am and from 11.55am until 2.55pm, and on Friday from 8.25am until 2.55pm, during school term time. There are nine members of childcare staff. Of these, seven hold early years qualifications at level 3 and the manager holds a qualification at level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

### Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with the manager.
- 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 with a manager.
- The inspector held a meeting with the manager, deputy manager and administrator, and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looking at relevant documentation.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020