

Inspection of Gravenhurst and Villages Pre-School

Orchard Close, Gravenhurst, BEDFORD MK45 4JF

Inspection date: 3 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this exceptional pre-school. Their learning needs and well-being are at the centre of everything the staff do. Children are confident, talkative, and clearly enjoy being in this nurturing, home-from-home environment. They enjoy the company of their peers as well as time playing and learning on their own. Children run around in groups as they deeply immerse themselves in imaginative play. Other children become absorbed in creative activities; they are quiet and need no involvement from anyone else as they concentrate. Children clearly feel safe, happy and secure and build the most secure attachment to their key persons. The behaviour of all children is exceptional.

The highest priority is given to children's health and well-being. All children choose to spend considerable amounts of the day outdoors. The inspiring natural areas entice children to look for wildlife, such as birds. Children appreciate the beauty of the natural world and become excited as they see, for example, one daffodil in full bloom. Children need few man-made resources; they choose to use sticks for digging holes. They work together exceptionally well as they discuss how the hole could be a house and what materials would be good for a roof.

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

- The inspirational manager and dedicated staff team have a clear vision for what they want children to achieve. They strive to ensure that all children become confident and curious and develop a love of learning. Managers construct a curriculum that is ambitious and consistently embedded across the pre-school. As a result, all children, including those with special educational needs and/or disabilities (SEND), make very rapid progress.
- Learning opportunities are expertly interwoven throughout the daily routine and activities. Children choose a number and count out the corresponding pieces of fruit for snack. Numbers on shelves help children to understand how many of each item should be there at tidying up times. As children move through the pre-school, their learning is continually extended and developed. Older children display this as they precisely explain the meaning of mathematical symbols, such as add, subtract and equals.
- Children with SEND are superbly supported to learn and develop. The manager and staff think carefully about how they can precisely meet each child's needs, even before they start to attend. They installed an outside cabin in anticipation of children needing a secure, sensory space tailored to their educational needs. Each child with SEND has a highly motivated key person, who expertly implements their individual education plan. Every small achievement children make is praised, shared and celebrated by all.
- Partnerships with parents are exceptionally strong. Parents have the utmost

praise for the pre-school and staff. Due to the COVID-19 pandemic, parents do not routinely enter the building when they bring and collect children. Despite this, they say that they are very well informed about their children's progress and next steps in learning. Staff listen to parents, value their input and see them as partners. They give them constant support and ideas of how to complement their children's learning at home.

- Staff maximise every opportunity to speak with children, using a rich range of vocabulary and language structures. They pause during stories to give children time to express their views and implement their deep knowledge of the world. Staff skilfully ask children questions to help develop their critical thinking and problem-solving skills. Children hold mature, in-depth conversations with adults and each other. These high-quality learning opportunities support children to become eloquent communicators.
- The highly qualified manager has embedded a rigorous system to support and monitor the development of staff. She takes immense pride in her team. The manager coaches and mentors staff to help them confidently perform to their full potential. She observes staff teaching and strives for excellence for children. The senior team meet regularly with staff to discuss their progress and general well-being. Staff say that they feel highly valued and supported in their role by the manager and their colleagues.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff give the utmost priority to children's safety and well-being. Safeguarding policies and procedures are very well understood. As a result, staff are highly confident in what they must do should they have any concerns about children's well-being or the conduct of their colleagues. Staff are also aware of wider safeguarding issues, such as how families may become exposed to radical or extreme views. Managers provide new staff with a thorough induction around safeguarding and child supervision responsibilities. The open communication between staff and the provider promotes effective information sharing, as staff feel listened to and respected.

Setting details

Unique reference number	EY396049
Local authority	Central Bedfordshire
Inspection number	10137513
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 9
Total number of places	27
Number of children on roll	78
Name of registered person	Gravenhurst and Villages Preschool Committee
Registered person unique reference number	RP900839
Telephone number	01462713445
Date of previous inspection	23 May 2016

Information about this early years setting

Gravenhurst and Villages Pre-School registered in 2009. The pre-school employs 14 members of staff. Of these, 12 hold appropriate early years qualifications, three at level 6, two at level 4 and seven at level 3. The pre-school opens through school term times, Monday to Friday, from 8am until 5.30pm. This includes a breakfast and after-school club for children at local schools. They also offer holiday care through some school holidays from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk around all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out and discussed between the manager and the inspector.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documentation during a meeting with the manager. This included reviewing information about safeguarding, staff suitability and training.

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.

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