

Inspection of Great Gransden Pre-School Playgroup

The Sports Field, Caxton Road, Great Gransden, Sandy, Bedfordshire SG19 3BG

Inspection date: 26 May 2022

Overall effectiveness	Outstanding
------------------------------	--------------------

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 in this calm environment, which fully embraces a child-centred approach, where the children's needs are truly valued and catered for. The wide-ranging variety of activities in the stimulating environment supports children to make excellent progress. Children are highly motivated to take part in the variety of interesting activities and demonstrate very high levels of engagement. For example, during a baking session, children show high levels of concentration as they learn cookery skills. They are taught to chop with a knife and to grate cheese as they follow the recipe to weigh all of the ingredients. Staff give ownership to the children during activities, resulting in children demonstrating high levels of self-esteem and pride in their achievements.

Children are relaxed and comfortable in the care of the professional, dedicated staff and demonstrate high levels of emotional security. Children settle quickly and have established strong, affectionate bonds with staff. They receive lots of praise and encouragement, resulting in children developing a can-do attitude. Children are given lots of opportunities to be physically active outside, alongside invitations for calmer activities, such as meditation and yoga. This successfully supports children to develop an awareness of their emotions and teaches strategies to support children to deal with these.

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

- Partnerships with parents are excellent. Parents appreciate the child-centred approach and the highly effective, consistent staff team. Staff initially visit children at home, which supports them to build a secure foundation for the partnership. Parents report smooth transitions and staff that are highly attentive to each child's individual needs. Parents feel fully involved in their child's learning and development due to regular and open communication. Staff update parents and carers daily through oral feedback. They also update observations and assessments regularly through an online portal. Additionally, parents visit the setting once a term for a more in-depth discussion about a report summarising their child's learning and development. Enjoyable family events bring parents, children and staff together.
- Outdoor learning is an important part of children's everyday routine. They are given numerous opportunities to learn outside during all weathers. Children develop physical skills, such as balancing, climbing and running. Furthermore, children use tools, such as saws and screwdrivers, during woodwork sessions to build fine motor control.
- The children's voice is at the centre of the curriculum they have designed. Children are given lots of choice about how and where they choose to spend their time. Staff actively listen to the children as they talk and respond to their

wishes. Children are encouraged to take risks and given many opportunities to test ideas out; this helps to develop their self-esteem. For example, children pretend to be builders using the construction resources. They are actively encouraged to evaluate their own choices as staff ask 'Is it safe?' and then they carefully monitor children's decisions.

- Children's communication and language skills are developed through highly productive conversations with the skilled staff. One of the ways staff do this is through their regular reading of a core set of books. This repetition helps children get to know these stories very well and gives them the language and confidence to retell the stories independently. Furthermore, staff learn key words and phrases in the children's home language to support settling in. All children are given the opportunity to learn Spanish and they enthusiastically count to 10 and join in with rhymes in Spanish.
- Children's behaviour is excellent. Staff are clear about expectations and children respond positively to instructions. There is a very respectful culture and children mirror this in how they speak to one another. During minor points of conflict, skilled staff support children to talk about the rules of sharing and being kind.
- Dedicated staff have an excellent understanding of child development. Staff discuss each child's needs and plan a wide variety of suitable, stimulating activities. Staff are clear about what their children need to learn next and ensure activities are planned.
- The committee work closely with management to ensure the very high standards of the setting are maintained and continuously improving. Staff report high levels of support from management, which includes supporting their well-being. Training is given high regard. For example, during the pandemic, all staff were given access online to an early years training provider. Staff discuss their learning together during regular staff meetings, sharing new knowledge and skills with one another.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have an excellent understanding of their safeguarding roles and give children's welfare and safety the highest regard. Staff regularly attend safeguarding training, which includes information about wider issues, such as female genital mutilation and radicalisation. Staff confidently understand about the signs and symptoms that may indicate abuse and have an excellent understanding of what to do if they are concerned about the welfare of the children in their care. Additionally, management know what to do if an allegation is made about a member of staff. Staff are vigilant and follow the pre-school's policy to maintain a safe and secure environment for the children. Furthermore, staff teach children to keep themselves safe. For example, they teach children to safely use real items, such as knives, screwdrivers and saws with support and close supervision.

Setting details

Unique reference number	EY271973
Local authority	Cambridgeshire
Inspection number	10113225
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	37
Number of children on roll	51
Name of registered person	Great Gransden Pre School Playgroup Committee
Registered person unique reference number	RP517173
Telephone number	01767 677040
Date of previous inspection	26 January 2016

Information about this early years setting

Great Gransden Pre-school Playgroup originally opened in 1985 and registered again in 2003. The setting employs 11 members of childcare staff. Of these, one is qualified as a teacher and six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, 9am until 3pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Barton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The Inspector spoke to parents during the inspection and took account of written feedback provided.
- The manager and the Inspector completed a learning walk, discussing the curriculum provided and reviewing the learning environment both indoors and outdoors.
- The Inspector completed a joint observation of activities and reviewed this with the manager.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022