

Inspection of The Grange Pre-School

Graham Adams Centre, St James Road, Southam, Warwickshire CV47 0LY

Inspection date: 21 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children are excited when they arrive at the setting. They are curious and delight in exploring the environment and testing out their ideas in the carefully laid out art area. Children are able to explore an environment filled with treasures and exciting new discoveries that spark their interests. Staff use skilful questioning with children to support them to think critically. This allows children time to process what they know and contribute their thoughts and ideas. Children's opinions are valued.

Children are able to follow instructions and complete small tasks independently. Children demonstrate an understanding of boundaries, and they are supported to manage their feelings and build relationships with others. They communicate with each other and resolve conflicts with adult support. Behaviour is managed well. Children are prepared for life outside of the setting and develop skills that will support them in their future learning. For example, when taking part in a food cutting activity, children persist with developing this skill and shout 'I did it!' when finally cutting through a carrot. Staff celebrate children's achievements, which contributes to their self-esteem.

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

- Children are provided with opportunities to experiment and problem-solve. They can test out what they already know and can do in a safe, nurturing environment. For example, when a tube of paint appears to be empty, children use torches to shine inside the tube to see how much paint is left.
- Children demonstrate a love of books and show how they can handle them with care and share stories with their friends. Story sacks are provided that the children can take home and share with their parents. These contain props and resources to support the story being told.
- Children are prepared for their next stages of development. Staff give careful thought and consideration to children's individual needs, including those with special educational needs and/or disabilities. Leaders work in partnership with other professionals to ensure that support is obtained for parents and children who may require additional services.
- Children are supported to make healthy choices when selecting food and through hygiene routines. Staff talk to children about invisible germs and the importance of washing hands.
- The setting provides cosy spaces where children can have some time to relax and look at books or discover unique and interesting pieces of equipment. Objects from around the world are displayed for children to investigate.
- Parents are kept up to date with their children's development and current activities within the setting. Parents are invited to attend 'stay and play' sessions where staff share ideas of how parents can support their children's development

at home. Parents feel supported, and their opinions are valued.

- Staff are respectful of children's routines at home and are able to consider these when meeting the children's needs. They work in close partnership with parents and are sensitive to their family culture.
- Staff support children's communication development through their love of literacy, and they extend their vocabulary through discussions and questioning. Although children listen to music, staff do not consistently encourage them to join in with songs and rhymes to develop their communication even further.
- Leaders support staff development and ensure training is provided to build on existing knowledge and skills. Regular supervision sessions take place to ensure that staff's well-being is supported.
- Leaders are aware of their wider community and ensure that the children take part in local festivals and celebrations. Children and their families are invited to participate in these celebrations, and their contributions are recognised.
- Leaders and staff are reflective and forward-thinking, with clear aims for the pre-school. Leaders evaluate practice, and staff training is centred on the current needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment procedures are robust. Leaders complete the necessary checks to ensure that all staff working with children are safe to do so. All staff have received the relevant training to ensure that they have up-to-date safeguarding knowledge. They know the signs that may indicate that a child is being abused. Leaders ensure that there are clear reporting procedures in place, including escalation processes to outside agencies. Children are aware of their own safety, and staff have put boundaries in place to keep children safe when supporting them to make decisions.

What does the setting need to do to improve?

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

- provide children with regular opportunities to sing rhymes and songs to help develop their communication skills even further.

Setting details

Unique reference number	EY489813
Local authority	Warwickshire
Inspection number	10236668
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	13
Name of registered person	The Grange Pre-School Ltd
Registered person unique reference number	RP902768
Telephone number	01926 814953
Date of previous inspection	30 January 2017

Information about this early years setting

The Grange Pre-School re-registered in 2015 and is in Southam, Warwickshire. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The pre-school opens during term time only, Monday to Thursday from 9am until 3pm, and Friday from 9am until midday. A lunch club is offered from 12.05pm until 12.35pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nichola Patel

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 pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation with the pre-school manager during a planned activity.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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