

Inspection of The Grove Pre-School

The Birtley Centre, Harras Bank, Birtley, Chester Le Street, Gateshead DH3 2LN

Inspection date: 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children clearly enjoy spending time at this warm, welcoming setting. They excitedly run in to greet staff, who provide them with cuddles and reassurance. Children use techniques, including pictures and name cards, to self-register. This helps to develop a sense of belonging. Staff provide a wide range of exciting and interesting activities. Children quickly become actively engaged and motivated in their self-chosen play. For instance, they concentrate as they investigate lemon, limes and oranges in water. They excitedly discuss textures and smells. Staff introduce a pestle and mortar and explain how to squeeze and squash the fruit. This helps to develop children's fine muscle skills.

Children's behaviour is very good. Staff are excellent role models and have high expectations for children's behaviour. Children remind each other of the rules of the setting. For example, they explain how to carry scissors safely as they move across the pre-school. Children's mathematical knowledge is supported well. Staff use mathematical language as they make dough. Children respond well to this and talk about the cup being 'full' and 'empty'. Furthermore, children count as they race each other up and down the garden. Children are beginning to recognise numbers throughout the setting. Children practise their fine motor skills as they use spray bottles to paint and make marks with paint brushes. This helps to develop the skills needed for early writing.

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

- Children behave extremely well. Staff are highly skilled at supporting children to manage their emotions. They sit with children and talk in a calm manner. Staff remind children of their expectations when they forget. For example, when children forget to share, staff remind them and encourage them to use a timer. This helps children to understand what type of behaviour is expected.
- Children follow good hygiene routines. For instance, they wash their hands before mealtimes and after messy play activities. Staff consistently encourage children to learn simple good hygiene practices, such as wiping their noses. This helps children to learn to manage their self-care skills.
- Children make good progress from their starting points. Staff know their children very well, overall. They plan activities based on children's interests. However, occasionally, staff are not specific enough about what they want children to learn from activities. Not all activities fully challenge children and build on what they already know, to extend their learning even further.
- Children have positive attitudes towards learning and focus for long periods of time on self-chosen activities. For instance, children persist as they spray paint onto cotton wool, and discuss the patterns it makes. However, occasionally, this is disturbed by routines, such as group time and snack time. This interrupts

children's engagement with learning.

- The leadership of the nursery is effective. The new manager and staff team are passionate, eager and motivated. They create an environment that continually improves for staff and children. For instance, excellent systems are in place to allow staff to reflect on their setting. They are currently making changes to create a calm and warm atmosphere. Staff work exceptionally well as a team and are very supportive of each other. The manager carries out robust supervision sessions. Staff well-being is paramount. They attend regular training to keep their knowledge up to date.
- Partnership with parents is a real strength of this setting. Parents are extremely complimentary of the pre-school. They explain that they are very involved in their children's learning, and they appreciate all that the staff do for them. Parents comment that staff are 'so supportive' and 'absolutely fantastic'.
- Staff support children's speech and language extremely well. They help children to pronounce words correctly and use a good range of questioning techniques. Children develop a love of books. They independently select their favourite stories to share with staff and their friends. On the day of inspection, a carer came into the setting to share a story with the children. Children listened intently and asked questions. This helps to develop children's listening and speaking skills.
- Staff support children who receive additional funding and those with special educational needs and or/disabilities well. They work closely with external agencies to ensure that children's individual needs are met. This helps children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of child protection and the procedures to follow if they have any concerns about children in their care. All staff attend regular safeguarding training to keep their knowledge up to date. Staff recognise the signs and symptoms that would alert them to a child being abused or mistreated. They fully understand the referral process. Staff are aware of the procedure to follow should an allegation be made against a member of the team. Staff carry out daily risk assessments of the premises before children arrive and assesses all activities. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to implement the curriculum intent more sharply to build on what children already know and can do
- consider how routines can be better organised without disrupting children's

learning.

Setting details

Unique reference number	EY361998
Local authority	Gateshead
Inspection number	10264587
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	The Grove Pre-School
Registered person unique reference number	RP907097
Telephone number	0191 410 2011
Date of previous inspection	20 June 2017

Information about this early years setting

The Grove Pre-School registered in 2007 and is located in Chester-le-Street, County Durham. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The pre-school operates Monday to Wednesday, 8.30am until 3pm, and Thursday and Friday, 8.30am until 11.30am, term time only. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 deputy manager, manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 carried out a joint observation of a communication and language activity with the manager.
- Parents and carers shared their views of the setting with the inspector through verbal and written feedback.

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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