

Inspection of Glenfall Pre-School

Glenfall CP School, Glenfall Way, Charlton Kings, Cheltenham, Gloucestershire GL52 6XZ

Inspection date:

3 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy. They separate from their parents confidently when they arrive and are keen to go in to play at pre-school. Staff are kind and welcoming. They provide activities and resources for children to access and children make their own choices about what they would like to play with. However, activities are not consistently well matched to children's individual learning needs. Although children have a nice time, they do not receive the challenge that they need to support them with their learning further, as the curriculum is in the early stages and is not implemented well.

Children form good friendships within the pre-school and they are confident at including others in their games. For instance, during imaginary play with the toy first-aid kit, children work together as they eagerly use the adults as their patients and enjoy bandaging them up.

Children form strong attachments to the staff, as staff take time to get to know them and to learn about their interests. This helps children to feel safe and secure. Staff have worked hard to set clear routines and consistent expectations for behaviour and, as a result, children behave very well. They listen, follow instructions and know the routines. At tidy-up time, children are keen to help to put the toys away to prepare for their snack time, and they rush to the carpet for songs.

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

- Since the last inspection, the manager and staff have made a number of changes across the pre-school which are beginning to be implemented to improve experiences for children. Staff now ensure that they deploy themselves well to supervise children effectively in all areas of the pre-school. The manager and staff have a good understanding of the procedures in place to keep children safe and to report any concerns that they have about children's welfare.
- Staff know the children well and they are aware of what children need to learn next. However, the curriculum is still new and staff do not consider how to support children's learning needs effectively. They do not have a clear idea of how to implement their curriculum or consider the purpose of their activities. Therefore, children do not consistently receive the level of challenge that is appropriate to their needs.
- Staff play alongside children and show interest in what they are playing with. However, staff do not consider how they can use these interactions to support children's language development further. Staff play quietly with children and do not recognise where they can introduce more vocabulary and ask children more questions to encourage their use of language.

- Partnerships with parents are strong and well established. Some of the parents are actively involved through their roles in the pre-school committee. The manager and staff have good relationships with the parents. They work closely with them to share information about what children have been playing with and what their interests are. Parents say that they are happy with the pre-school and they are well informed about their children's learning.
- Staff support children to have healthy lifestyles. Children have lots of opportunities to have fresh air and exercise. They enjoy being outside exploring the garden area. Children develop their physical skills as they dig mud and collect water to make their own 'porridge'. Children learn about germs and how to keep themselves healthy through good hygiene practices.
- Staff provide good support for children with special educational needs and/or disabilities. They work closely with children's parents to gather detailed information about children's routines and care needs. Staff arrange home visits to meet with children and their families in their own environment to help to build secure relationships and children's confidence.
- The manager and staff work closely with the host school and other professionals to create a shared approach to children's care and transitions. They recognise the importance of supporting children with their move on to school. They arrange visits and take part in events so that children are familiar with the school environment. Children excitedly talk about starting school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have improved their understanding of their roles and responsibilities to safeguard children. They now understand how to act on and report concerns that they have about children's welfare. The manager and staff all have a good understanding of how to identify when a child may be at risk of harm. They carry out risk assessments of the environment to ensure that children are safe as they play. The manager follows safer recruitment procedures to check that staff are suitable for their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the implementation of the curriculum to provide appropriate challenge for each child, engage them fully in activities and extend their learning further	31/05/2023

provide more support and encouragement to develop children's communication and language skills.	31/05/2023
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To further improve the quality of the early years provision, the provider should:

- develop the organisation of group activities to ensure that all children are able to participate.

Setting details

Unique reference number	511772
Local authority	Gloucestershire
Inspection number	10265879
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 5
Total number of places	21
Number of children on roll	15
Name of registered person	Glenfall Pre-School Group Committee
Registered person unique reference number	RP520067
Telephone number	01242 234055
Date of previous inspection	4 November 2022

Information about this early years setting

Glenfall Pre-School registered in April 2001. The setting is open from 8.45am to 2.45pm Monday, Tuesday, Wednesday and Friday and from 8.45am to 11.45am Thursday, term time only. The setting employs five staff, three of whom hold appropriate childcare qualifications. One holds qualified teacher status, one holds early years teacher status, and one holds a level 3 qualification. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 spoke to several parents and children during the inspection and took account of their views.
- The inspector carried out joint observations of an activity with the manager.

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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