

# Inspection of Grange Park Pre-School

Grange Park Community Centre, School Lane, Grange Park, Northampton,  
Northamptonshire NN4 5FZ

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Inspection date: 15 September 2023

**Overall effectiveness** **Good**

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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

Staff greet children warmly as they arrive at pre-school. When new children need help to settle, staff support them well, and they soon calm after cuddles with staff. Children learn to behave well and react positively to staff when they are asked to do things, for example, to tidy up ready for group time. Staff teach children how to use scissors safely and remind them to sit down with scissors, because they are sharp. Staff use a sand timer to support children as they learn to share. Children understand that they swap toys once the timer has ended. Children react well to this and show their understanding of the rules.

Staff provide activities that cover the seven areas of learning. Children develop their physical skills as they aim and throw balls into tyres in the garden. They thrust their arms into the air, shouting, 'Yay!' when they succeed, showing pride in their achievements. Staff encourage children to use their fingers as they make marks in paint. They talk to children about shapes as they draw and ask them questions about the marks they make. Staff support children's communication and language development as they read books with them. They encourage children to join in with familiar phrases and discuss the illustrations they see. Staff lead music sessions where they teach children how to play instruments quietly and loudly, singing songs as they do so.

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

- Staff provide a curriculum that follows children's interests. They plan a variety of activities, both inside and outside, following children's leads and enhancing their learning as they interact with them. Staff observe children and complete the progress check at age two to enable them to assess children's development and identify any gaps in their learning.
- Many children who attend the pre-school speak English as an additional language. Staff gather information from parents about key words they can use in children's home language to support them in understanding what is being asked of them. Staff have visual aids to help children to learn the pre-school routines. However, visual aids are used inconsistently, and staff do not always use the information they gain from parents, such as words they have learned in home languages, to help engage children in activities. This means, at times, children go from one activity to another, resulting in them not having the same amount of good-quality learning interactions as others.
- Staff extend children's learning well. For example, children learn about planets as they take part in an activity regarding space. Staff introduce the planet Neptune and encourage children to match pictures to the planets they are looking at.
- Staff are confident in what they want children to learn from activities. However,

at times, less-confident and quieter children do not get the same interactions as their more confident peers. Staff do not always notice when these children need more support to engage them fully in learning.

- Children learn about healthy eating and develop independence as they are encouraged to serve their own snacks. Staff remind them to wash their hands before they start so they are clean. They support children to butter their own crackers, praising them as they do so. Staff help children understand which foods are healthy as they ask questions, and children reply, 'Strawberries are.' Children enthusiastically talk to staff about their vegetable patch at home.
- Children are starting to learn about their different emotions and what makes them unique. Staff encourage children to look at themselves in a mirror and draw what they see. Children discuss their features as staff point out they have different coloured eyes. Staff encourage children to talk about how they are feeling. Children say that when they smile it means they feel happy.
- Parents report that their children love attending the pre-school. Staff provide daily, verbal feedback about their child's day and use an online app to share photos. Parents state that their children's independence has improved. However, not all parents are aware of their children's next steps in learning or how they can continue to support learning at home.
- The manager is passionate and reflective and works closely with the pre-school committee. She is proactive in working with other professionals, such as the local authority early years advisor. Staff report that they feel supported by the manager and receive feedback via observations and during supervision meetings.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse children can be subjected to, including female genital mutilation. The manager provides safeguarding training for staff and regularly refreshes their knowledge during staff meetings. This training and support enables staff to help keep children safe from potential harm. Staff are confident in the procedures to follow should they have concerns about a child or adult. They are aware of who to go to and how to escalate concerns outside of the pre-school. The manager follows safer recruitment procedures to ensure that all staff working with children are safe to do so.

## 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 develop a deeper understanding of the importance of using words in children's home languages and to use these and visual aids to engage children who speak English as an additional language

- help staff gain more awareness of when quieter children need support to join in activities
- strengthen the information shared with parents so they are made aware of their children's next steps in learning and how they can continue learning at home.

## Setting details

<b>Unique reference number</b>	EY285845
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10295350
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	42
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Grange Park Pre-School Committee
<b>Registered person unique reference number</b>	RP524448
<b>Telephone number</b>	0772 9151944
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Grange Park Pre-School registered in 2004 and is managed by a committee. It is located in Northampton. The pre-school employs five members of childcare staff, who all hold early years qualifications between level 2 and 6. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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