

Graveley Pre-School

Graveley Village Hall, Graveley, Hitchin, SG4 7LE



Inspection date

15 May 2015

Previous inspection date

24 September 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The enthusiastic provider has made significant improvement since her last inspection, and continually reflects upon all areas of practice. She benefits from the support of a local development officer to monitor the learning and development requirements, and work on regular action plans to support continuous improvement.
- Recent training to promote children's communication and language development is evident in practice. In addition, they use key words in children's home language to identify their individual needs. This demonstrates the staff's good quality of teaching.
- Partnerships with parents are well established as staff use a regular two-way flow of communication, as they share information about children's progress. Parents and carers spoken to on the day of inspection had the utmost praise for the caring staff, and can clearly see the progress that their children make.
- Safeguarding measures are robust, as all staff have completed safeguarding training and hold an appropriate first-aid qualification. Therefore, they are aware of their responsibilities to record and report any child protection concerns, and effectively manage any accidents that children have.

It is not yet outstanding because:

- The provider has not as yet fully implemented or evaluated the systems in place to track the learning programmes offered, and monitor the quality of teaching to support children to make optimum progress.
- On occasion, staff do not remind children of how to use tools safely during craft activities, in order to fully raise awareness of how to keep themselves safe.

What the setting needs to do to improve further

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

- implement and evaluate the new systems for monitoring the learning programmes and peer observations, in order to fully support children to reach the highest levels of attainment, and maintain and enhance the good quality of teaching
- maximise children's opportunities to learn about keeping themselves safe by, for example, offering regular reminders of how to use tools safely during craft activities.

Inspection activities

- The inspector observed children's activities indoors, outside and the snack-time routine. She talked to children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider and held discussions with the provider and all other members of staff.
- The inspector sampled the pre-school documentation, including action plans, policies, children's learning journals and registers.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation, in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of the requirements of the Early Years Foundation Stage and know how to promote children's learning. Children direct their own play in this stimulating environment. For example, they use a selection of leaves and bulbs for printing, and gather other nearby resources to determine their own learning outcomes. The well-qualified staff encourage children to compare size, as they plant bulbs and talk with them about different volumes and weights. This promotes their mathematical development. Furthermore, children eagerly practise their finer physical skills as they use a selection of writing materials and board displays in the outdoor area. As a result, children rapidly gain the essential skills needed in readiness for school. Staff note children's interests and next steps for learning when planning interesting and challenging activities. Any gaps in their development are quickly identified through the precise assessments and reviews that staff complete. This supports children's good progress.

The contribution of the early years provision to the well-being of children is good

Children enjoy their time at pre-school and have developed secure attachments to the adults that care for them. Each key person works closely with parents to meet children's individual needs. For example, staff show awareness of children who prefer to play alone, or who are tired after recent travel. Children behave well and are familiar with the daily routines, such as helping to tidy away before story time. They play well alongside others and enjoy group activities. Children learn how to keep themselves safe, as staff remind them not to run indoors. However, on occasion, staff do not always support children to safely manage scissors during craft activities, to fully promote their awareness of risk. Children begin to manage their own personal needs, as they access the readily available snack table when they are hungry. They enjoy a selection of balanced, nutritious snacks and regular fresh air and exercise to promote their good health.

The effectiveness of the leadership and management of the early years provision is good

The provider has successfully addressed the previous actions and recommendations. She ensures staff offer children clear, concise explanations about expectations and positively manage behaviour. Furthermore, she consistently shares her policies and procedures with parents, so that they are kept fully informed of any changes. The provider understands the safeguarding and welfare requirements, as she follows a rigorous recruitment process to employ new staff. She uses self-evaluation effectively, and visits other similar settings to determine her priorities for improvement. In addition, she conducts regular staff supervisions and peer observations to monitor the quality of teaching, and plans to implement this practice overall. Her aim is to maintain and enhance the good quality of teaching. Staff are aware of their roles as detailed in morning meetings. This contributes towards the smooth running of the setting. The provider also monitors the learning programmes through a tracking system. Future plans include evaluating how different groups of children use the resources, to improve their outcomes further.

Setting details

Unique reference number	EY465365
Local authority	Hertfordshire
Inspection number	992861
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	15
Name of provider	Mini Makers Pre-School Partnership
Date of previous inspection	24 September 2014
Telephone number	01438 489153

Graveley Pre-School was registered in 2013. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

