

Grovelands Park Pre-School And Toddler Group

School Lane, Grove, Wantage, Oxfordshire, OX12 7LB



Inspection date

22 January 2015

Previous inspection date

26 April 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The leadership and management team are developing how they reflect on their practice, and monitor staff performance. However, this is still in its infancy and has failed to identify the weaknesses in how staff promote children's communication and language skills, and understanding of the world.
- Children's health is compromised because staff do not reliably ensure that the carpet areas are clean. The carpets are dirty with substances, such as play dough embedded into the pile. Children lie on the carpets, rub their hands and faces on it and pick at the residue, as they play.
- Staff do not consistently undertake the required progress checks for all children between the ages of two and three years, to ensure any gaps in children's learning are identified at the earliest opportunity.
- Staff do not make toys and resources easily accessible to enable children to make choices and extend their play.

It has the following strengths

- Staff have suitable understanding of their roles and responsibilities for child protection, including what to do if they have concerns about a child's well-being.
- Staff have positive partnerships with parents and carers. This promotes a consistent approach to supporting children's care and learning needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by consistently monitoring staff practice, and ensure that the children's individual learning and development is continuously supported, especially in relation to communication and language
- promote children's good health and minimise the spread of infection in relation to the carpet area
- complete a progress check for each child between the age of two and three years, in order to provide parents/carers with a written summary of their child's development in the prime areas of learning which identifies the child's strengths, and any areas where the child's progress is less than expected.

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

- review the organisation of toys and resources to enable children to make independent choices and decision about their play and learning
- develop the self-evaluation processes to clearly identify areas for development and improvement to support children's care and learning needs.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register).

Inspection activities

- The inspectors observed activities and play experiences available to children.
- The inspectors observed interactions between children and staff.
- The inspectors asked staff questions about their work and observed practice with the manager.
- The inspectors spoke to some parents about their views and opinions about the pre-school.
- The inspectors sampled the pre-school's documentation and children's development records.

Inspector

Tracy Bartholomew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children enjoy their time at the pre-school and make some steady progress in most areas of their learning and development. Staff do not all make good use of monitoring systems to assess children's abilities effectively and identify any gaps in their learning. The quality of teaching varies considerably across the staff team. Some staff engage well with the children, but others do not. For example, children enjoy some positive interaction with staff who increase children's mathematical understanding as they explore dough. However, during a story telling activity staff fail to involve all children listening to the story and do not encourage conversations through use of questioning. This has a negative impact on children's communication and language development. Also, staff fail to use available resources to promote children's understanding of the world. These weaknesses affect how well children gain skills that prepare them for the next stage of their learning, such as starting school. Despite this, children are occupied and generally happy. They enjoy using the outdoor area, which has plenty of space for physical movement.

The contribution of the early years provision to the well-being of children requires improvement

Children are welcomed by the staff, show confidence and settle comfortably to play with available toys and resources. Warm, caring relationships are evident between staff and children, and the key-person approach works to help children settle and make sure their care needs are met. The pre-school is spacious with attractive displays of children's artwork. Parents can see a good range of useful information on display. Most staff reinforce children's understanding of safety through valuable discussions during their play. For example, children learn the behavioural expectations in the setting and know to use their 'walking feet' indoors to keep safe.

The effectiveness of the leadership and management of the early years provision requires improvement

The management team and staff have a suitable understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage and are taking some positive steps to make improvements. Currently, self-evaluation fails to identify all aspects of the provision that would benefit from improvement. Staff carry out risk assessments regularly and these help staff to identify and minimise the most significant hazards indoors and in the garden. Staff are proactive in seeking advice and support from outside agencies when they identify children who need further support in their learning and development. Feedback from parents highlights that they value the service offered.

Setting details

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|------------------------------------|--------------------------------------|
| Unique reference number | 133725 |
| Local authority | Oxfordshire |
| Inspection number | 841012 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 32 |
| Number of children on roll | 42 |
| Name of provider | Grovelands Park Pre-School Committee |
| Date of previous inspection | 26 April 2012 |
| Telephone number | 07758411782 |

Grovelands Park Pre-School registered in 1990. It is managed by a voluntary committee. The provision is purpose built and comprises of two rooms, an office and a kitchen in the grounds of Millbrook Primary School, in the village of Grove, on the outskirts of Wantage, Oxfordshire. There is an enclosed outdoor play area. The pre-school serves the local areas of Grove, Wantage and surrounding villages. The pre-school opens for five weekdays during school terms. Sessions run from 8.45am to 11.45am each weekday and from 1pm until 3pm on Mondays, Wednesdays and Thursdays. There is also a lunch club on Mondays, Wednesdays and Thursdays. The setting receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs six staff of whom five, including the manager, have appropriate early years qualifications.

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.

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