

# Grappenhall Pre-School

Grappenhall Community Centre, Bellhouse Lane, Grappenhall, Warrington, Cheshire, WA4 2SG



<b>Inspection date</b>	21 October 2016
Previous inspection date	11 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager has an exceptional drive to improve. Following the last inspection the manager has carried out a full review of the setting. This has led to the implementation of a clear and well-targeted action plan which has successfully improved the quality of the provision to a very high standard.
- The quality of teaching is outstanding. Staff have an excellent understanding of their role in promoting children's learning. Children and staff alike become entirely engrossed in play as staff show a genuine interest and passion for supporting children's enjoyment of learning.
- Assessment is rigorous, accurate and effectively used to plan for children's individual learning needs from the start. Staff are highly skilled at using the children's interests to provide exciting and challenging activities. Children make excellent progress in their learning.
- Partnerships with the local schools are excellent. Staff place a high priority on equipping children with the key skills required for future learning. They work cooperatively with the school teachers to prepare children emotionally for their move to school.
- Partnerships with parents are exemplary. Staff include parents in ongoing assessments and discussions and place a high value on their contributions to learning documents. Learning at home is fostered through a wealth of stimulating activities, projects and highly effective systems for communication.
- The environment is calm, welcoming and incredibly well laid out. An extensive range of stimulating activities and experiences is highly conducive to children's learning. All children are encouraged to make independent choices and they are extremely confident and self-motivated to learn.

## What the setting needs to do to improve further

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

- continue to expand the programme of continued professional development, to ensure the quality of teaching is maintained at the highest level.

### Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leadership of the nursery is exceptional. The manager and staff work effectively together as a team to create a welcoming, family atmosphere for children. The arrangements for safeguarding are effective. The manager and staff show a firm commitment to ensuring that children's safety is prioritised at all times. Staff have an excellent understanding of the pre-school's policies and their individual responsibilities to safeguard children. Highly effective supervisions and a firm commitment to attending training, fully support the staff team to build on their excellent practice. The manager fully understands the impact of staff attending training and is committed to maintaining these excellent opportunities for staff. The manager and staff effectively track children's ongoing progress and promptly identify and address any gaps in their learning.

### Quality of teaching, learning and assessment is outstanding

Staff know each child and their families very well and they use this in-depth knowledge to plan exceptionally well-targeted challenges to strengthen children's skills. Children are skilful communicators and critical thinkers, showing an excellent 'can do' attitude. For example, children become captivated in the outdoors as they play in the sand pit. They provide a running commentary to staff about how the lorries transport sand to build houses. Staff expertly interact with the children, asking questions to encourage them to work out the best way to fill the lorry with sand. Children make decisions for themselves and try different ways to do this before they succeed. Staff promote children's early literacy skills extremely well. They successfully encourage children to write words and captions about their favourite stories. These captions, along with pictures that the children have drawn, are proudly displayed in the environment.

### Personal development, behaviour and welfare are outstanding

Excellent relationships between staff, parents and children develop through a well-planned settling-in process. Children are offered exceptionally warm and affectionate care, enabling them to form very secure emotional attachments with their key person. Children's safety is given a high priority. Staff encourage children to take appropriate risks and learn how to support their own safety. The pre-school has been recognised by parents for their outstanding contribution within the local community. The children enjoy regular visits into the community and take part in local charity events. Children have free access to the outdoor play area. They enjoy being active and develop great physical agility, as they relish the experiences gained during planned activity sessions. They repeat moves and learn to stretch their bodies in many different ways.

### Outcomes for children are outstanding

All children thrive in this stimulating and wholly inclusive environment. They make rapid progress from the highly accurate information gathered when they first start at the pre-school. Children concentrate for long periods of time and listen exceptionally well to others as they speak. Children's behaviour is exemplary. They develop excellent awareness, respect and tolerance for others. Overall, children are extremely well prepared for what they need to learn next and their eventual move to school.

## Setting details

<b>Unique reference number</b>	315220
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1040514
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Grappenhall Pre-school Committee
<b>Registered person unique reference number</b>	RP906646
<b>Date of previous inspection</b>	11 February 2016
<b>Telephone number</b>	07809 584752 and 07809584307

Grappenhall Pre-School was registered in 1972. The pre-school employs eight members of childcare staff. Six of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50am, and from 12.30pm until 3.30pm. The nursery provides funded early education for three- and four-year-old children.

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