

# Gravenhurst and Villages Pre-School

Orchard Close, Gravenhurst, BEDFORD, MK45 4JF



## Inspection date

23 May 2016

Previous inspection date

8 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:	Inadequate	4
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 exceptionally competent, highly qualified staff have an astute understanding of how children learn. They provide an extremely inspiring environment that delights children. In addition, staff provide innovative resource packs and ideas for parents, which considerably help to extend children's learning when at home.
- Staff plan highly stimulating and challenging activities, based on frequent observations and summary assessments of children's development. This helps them to inspire children to learn and ensure that every child makes excellent progress.
- Staff provide extensive support to parents and children during settling-in periods. For example, staff visit children in their own home and welcome families to stay-and-play sessions. Children quickly form remarkably trusting relationships with their key persons and other staff. They are exceptionally confident and enthusiastic.
- Staff work extremely closely with teachers in schools to ensure that transitions are smooth. Regular meetings are held with them to continue to review the success of the activities that prepare children for school.
- Staff work in a commendable manner with other professionals. Their meticulous attention to working in partnership with many support agencies and parents ensures that all children make the best possible progress in their learning.
- Since the last inspection, the leaders have made significant improvements in the way they verify the suitability of staff and committee members, to maintain robust protection of children. Leadership is exceptionally strong. The manager, staff team and highly dedicated committee use a wealth of highly effective strategies to achieve continuous improvement.

## What the setting needs to do to improve further

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

- explore further innovative methods and ideas to build on the excellent opportunities provided for children to explore mathematics, challenging children's progress even more.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed their findings.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as, the self-evaluation, action plans and evidence of the suitability of staff and committee members working and supporting the provision. The inspector also met with representatives from the committee.
- The inspector viewed documentation that included performance management, training and professional development, risk assessments, as well as the procedures for safeguarding.
- The inspector spoke to some parents during the inspection and took account of their views. She also viewed the results of questionnaires, received from parents by the provision.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

### Inspector

Lynne Talbot

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff team give child protection significant priority in all areas of practice. They have an in-depth knowledge of how to report concerns about children's welfare. The committee is equally dedicated towards protecting children. They attend safeguarding training, as well as focused courses to help them incorporate new legislation and guidance into the setting. The leaders follow clearly written procedures that ensure that the recruitment and induction of staff and committee members are very robust, including the completion of all checks and clearances. The manager implements a programme of performance management, which contributes significantly to the exceptionally strong quality of practice. This includes frequent meetings for staff with their mentor and personal action plans. Staff are deeply committed to professional development and attend a vast range of training courses.

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

Teaching is inspirational. Staff provide an environment and activities that significantly enhance children's eagerness to learn. Staff use the adjoining woodland area extremely well for Forest School activities and outdoor learning opportunities. For example, children take part in telling stories about a toy character, developed by staff, using their imagination as they create a fairy theme park. Staff plan activities in this area for children to investigate the world, such as celebrating Hawaii day by collecting resources to make a volcano setting. They use thread to make spider's webs on the trees and twigs to make spiders as they talk about the outback in Australia. The manager has identified further ways to continue challenging children, such as offering even more exciting activities to enable them to carry on using mathematics, extending the already excellent opportunities.

### Personal development, behaviour and welfare are outstanding

Children behave exceptionally well, creating a vibrant and happy atmosphere for all. They proudly display group paintings each day, for parents to see. Staff maximise opportunities for learning throughout every activity, including mealtimes. For example, when children chop fruits to eat, staff help them consider safety, shape and size. They carefully extend children's language by asking probing questions and waiting for responses. Staff offer new vocabulary as children describe what they are seeing and the actions they are taking. They use prepared cards to share facts with the children, such as looking at countries where pineapples grow. Children enthusiastically count the seeds inside oranges. They spontaneously decide to plant the seeds from peppers in the garden, working collaboratively to decide which other materials they need to use.

### Outcomes for children are outstanding

Children show an extremely positive attitude towards learning. They eagerly engage in the well-planned group activities that staff offer. For example, children extend an obstacle course by telling a popular story as they cross the bridge and support each other to move in different ways. The manager completes astute reviews of children's progress, in order to highlight and address any weaker areas in their learning. All children, including those who have special educational needs or disability, make rapid progress in their learning.

## Setting details

<b>Unique reference number</b>	EY396049
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1039954
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Gravenhurst and Villages Preschool Committee
<b>Registered person unique reference number</b>	RP900839
<b>Date of previous inspection</b>	8 February 2016
<b>Telephone number</b>	01462713445

Gravenhurst and Villages Pre-School was registered in 2009. The provision employs 13 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The manager holds a qualification at level 6. The provision opens each Monday to Friday, from 8am until 5.30pm. The provision also offers holiday care. It provides funded early education for two-, three- and four-year-old children. The provision provides care for children who have special educational needs or disability.

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