

# Great Gransden Pre-School Playgroup

The Sports Field, Caxton Road, Great Gransden, Sandy, Bedfordshire, SG19 3BG



<b>Inspection date</b>	26 January 2016
Previous inspection date	24 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

- All staff demonstrate a great passion for preparing children for school. They offer highly pertinent support to each child, aiding them in becoming secure, confident individuals with excellent social skills that support their academic learning.
- Confident, experienced staff skilfully adapt their teaching techniques to suit each child. They offer children an exciting variety of learning opportunities. Children are animated and show magnificent enthusiasm as they play and learn.
- Parents report that they are extremely satisfied with the setting. They are genuinely enthusiastic about the support provided for their children. They receive frequent planning updates that include practical ideas that aid them in extending their children's learning at home.
- All staff make excellent use of their childcare qualifications and any new knowledge gained from training. They now offer additional resources, such as sensory boxes, which offer children further opportunities to explore.
- Excellent procedures to check children's progress mean that staff act swiftly to address any weaker areas. They have increased the support for children who use English as an additional language and those who are quieter. For example, they now use 'core books' so that children become familiar with words and are confident to use them.
- Staff respond sensitively to each child. They gently support them in learning to share, listen and resolve any conflicts. Children show a remarkably mature understanding and work extremely well, both independently and in groups.
- Excellent daily practice helps children understand how to keep themselves healthy. Even the youngest children competently explain why they wash fruit before eating it.

## What the setting needs to do to improve further

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

- exploit the very good opportunities for children to gain an even greater understanding of the similarities and differences in their community.

### 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 setting manager. She talked with children and staff at appropriate times throughout the inspection.
- The inspector held meetings with the setting manager, the nominated person and the setting's administrator. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff, trustees and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The trustees, voluntary committee and administrative officer have a comprehensive understanding of their responsibilities. They work in partnership with staff to set the highest standards, offering excellent support to enable them to maintain those standards. The manager uses knowledge gained from a management course to monitor staff performance and offer them highly supportive supervision. Their improved self-evaluation enables staff to accurately identify areas to develop even further. They have recognised the potential to offer children extended opportunities to gain a greater understanding of their community. Staff have excellent partnerships with other childcare providers so that children move easily between settings and their development is not interrupted. Arrangements for safeguarding are effective. Staff have an excellent understanding of this area and ensure that all aspects of children's welfare are promoted at all times.

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

Staff interact superbly with children, supporting them in extending their play. Children work with a staff member to make a bus. They discuss how the bus will be powered and give directions to the driver. They become totally engrossed as they create their destination, using wonderful creativity as they act out the rides they are going on. Every activity is exceptionally well planned to promote children's development. For example, a staff member demonstrates lovely language skills as she explores farm animals with a small group of children. She then encourages the children to remember what they can about each animal. This supports them in developing both their language skills and the confidence to use these. Highly skilled staff maintain children's attention. They give clear instructions and children fully participate, knowing that they will be included. Younger children develop early reading skills and a love of books as they completely engage in a group story. They listen attentively and take turns to name the characters and predict the storyline.

### Personal development, behaviour and welfare are outstanding

Staff carry out home visits before children start. This enables them to begin to establish trusting, professional partnerships with parents. They gather comprehensive information so that they fully understand children's needs and support them in settling and building warm relationships with staff. Children show that they are exceptionally happy and secure. They eagerly try new experiences, set themselves challenges and fully participate in making decisions. They frequently review their assessment records so that they understand how they are learning and progressing. These ongoing procedures build children's self-esteem and enable them to establish a strong emotional stability and highly positive outlooks that support their learning.

### Outcomes for children are outstanding

Dedicated, knowledgeable staff nurture children's desire to learn. Staff support all children, including those who have special educational needs and those who speak English as an additional language, so that all make exceptional progress. Children rapidly develop the skills that support their learning and prepare them for the move on to school.

## Setting details

<b>Unique reference number</b>	EY271973
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	848565
<b>Type of provision</b>	Sessional 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>	37
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Great Gransden Pre School Playgroup Committee
<b>Date of previous inspection</b>	24 January 2011
<b>Telephone number</b>	01767 677040

Great Gransden Pre-school Playgroup originally opened in 1985 and was registered again in 2003. The setting employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and four hold qualifications at level 3. The setting opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm on Monday to Thursday, and from 9am until 2.30pm on Friday. The setting provides funded early education for two-, three- and four-year-old children. It provides care for children who have special educational needs and those who speak English as an additional language.

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