

Inspection of Grafton Pre-school

United Reformed Church Parlour, Main Avenue, Enfield, Middlesex EN1 1DJ

Inspection date: 18 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this nurturing setting, and staff are skilled at settling children and forming attachments. Staff have positive relationships with children and ensure that they feel safe and secure so they are ready to learn. Children are happy and excited to come to this organised and carefully planned environment.

Staff are engaging and read stories in interactive ways to support children's love of reading. Children demonstrate good attitudes towards learning. They listen attentively to stories and join in with repeated phrases. Staff are excellent role models and have high expectations of children's behaviour. They encourage them to take turns, using a timer and remind them to speak to each other respectfully. Staff know the children well and plan experiences based on their interests. They plan how they will improve the provision to meet children's needs and are continually reflecting on the effectiveness of the learning environment.

Staff prioritise children's language development and ensure that they speak clearly and use a variety of strategies, such as repeating words and introducing new vocabulary. This means all children, including those who speak English as an additional language, make good progress. Staff track children's development and plan for what they need to learn next.

What does the early years setting do well and what does it need to do better?

- The outdoor learning and garden space is a strength of the setting. Children have plenty of opportunities to explore outdoors and are engaged and independent in their play. In the mark-making shed, children select a variety of resources to practise their early writing skills. They enjoy making vertical marks on an easel with their friends.
- Children are motivated to learn, maintain attention and are curious. They hunt for bugs and use reference books to find out more. Children explore their surroundings and are interested in looking through coloured lenses, talking about their ideas and what they have discovered.
- Children have well-developed motor skills and use the climbing frame confidently. They balance on stepping stones and have opportunities in large spaces to practise ball skills and use bikes and scooters. They strengthen their fine motor skills during play dough and threading activities.
- Independence is a priority and is fostered well. Children are consistently encouraged to do things for themselves. They practise making their own toast at snack time, spreading butter and cutting it into pieces. Children make lots of choices throughout the day, and the praise and encouragement from staff means they persevere.

- Children are confident communicators and are able to express themselves. They have their own ideas and play cooperatively with their friends; they build towers and make a plan of how to build a house for a caterpillar. Children initiate conversation with peers and practise new words and vocabulary through songs and stories.
- All children are making good progress and staff are narrowing the gaps in their learning. They do this through quality interactions and observations. Staff support children's mathematical understanding throughout all activities. In their play, children count how many bricks they have used or how many buttons they have threaded.
- Children have a good understanding of healthy lifestyles, and staff encourage variety for children's packed lunches. Staff promote oral hygiene. They ask children about their experiences at the dentist and highlight the importance of this to parents. They talk about healthy eating, the importance of exercise and keeping safe.
- Staff work closely with outside agencies to ensure that children with special educational needs and/or disabilities get additional support. They identify where children may be falling behind and, following visits from other professionals, staff are able to put effective strategies in place to support children's development and language.
- Parents speak highly of this pre-school. They are pleased with the way they are supported and the communication they receive about their children's learning and development through photos, messages and daily feedback. Parents feel welcomed and part of the family at this homely setting.
- Leaders and managers are dedicated to improving outcomes for children and are very reflective about their setting. They recognise improvements to make and take swift action to put things in place. They have a strong team ethos and work together to decide what they want children to learn. However, staff could plan an even more ambitious curriculum to enhance children's experiences even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's knowledge so they are able to plan and provide more ambitious and exciting learning opportunities, which will broaden children's experiences even further.

Setting details

Unique reference number	135294
Local authority	Enfield
Inspection number	10351761
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	30
Name of registered person	Hutley, Rosemary Stella
Registered person unique reference number	RP511679
Telephone number	01920460890
Date of previous inspection	15 October 2018

Information about this early years setting

Grafton Pre-school registered in 1982. It is located in Bush Hill Park, in the London Borough of Enfield. The pre-school opens Monday to Friday, during term time. Sessions are from 8.45am to 11.45am, and from 12pm to 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs five members of staff, of whom four hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024