

Inspection of Grovelands Park Preschool

School Lane, Grove, Wantage, Oxfordshire OX12 7LB

Inspection date: 21 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly in this welcoming setting. Staff have built close bonds with children and know them well. Children show they feel safe and secure. They seek out staff when they need comfort or reassurance. Children show a positive attitude to learning. They learn to manage their own emotions and start to recognise the needs of others around them. This helps children to build important skills for their future learning.

Staff are good role models. They have high expectations for children's behaviour and development. Children understand what is expected of them as staff give them daily reminders of the rules of the setting. Staff focus on planning to support children to share and take turns. Children play well alongside, and with, each other. They happily invite their friends to join them in activities and use their imaginations as they decide how to extend their games.

Staff provide new experiences for children. For example, staff plan a cooking activity for children. Children listen well and follow the clear instructions. They learn about the different ingredients and why they are needed. Children skilfully weigh ingredients and take turns mixing. As they work together, they talk about what they like and do not like. Staff remind children of the importance of hygiene and being safe around food and cooking equipment.

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

- The manager works with staff to ensure the curriculum covers all areas of learning. This is based on the interests and learning needs of children who attend. The quality of teaching is good. Staff understand the curriculum and implement this well. The key person system works well and staff plan for individual children's needs. Staff report that they feel supported, and their training needs are met.
- Activities are planned to support children in meeting their next steps. For example, when children start, staff gather information about the children's likes and dislikes from parents. They plan activities that will excite and engage children and support them with settling. However, on occasion, staff do not recognise when children need support to join in with activities and form friendships. This means, at times, some children do not engage with and fully benefit from the experiences staff provide.
- Children's physical development is supported well. Staff plan a range of activities to encourage the children to be active throughout the day. Children in the garden develop their coordination as they dig in dirt and plant plastic flowers. Children proudly show adults how high and far they can jump. They work well together and use mud and foam bricks to build a house for their friend. Staff

encourage children to crawl through large tubing and discover new ways to move and navigate spaces.

- Staff introduce children to a wide range of stories and books. This enhances children's enjoyment and they show a love of books. Staff read enthusiastically to children in groups. They encourage children to join in with the story telling of much loved books. Children happily look at books on their own or with their friends. They retell the stories to each other and talk about the pictures and what will happen next.
- Generally, children's independence is supported well. Children are encouraged to take care of their personal hygiene and complete tasks, such as putting on their hats and coats when going outside. However, on occasion, staff are too quick to help children to complete simple tasks that they can manage by themselves. For example, serving themselves at mealtimes or helping to tidy up after activities. This does not consistently support children to develop higher levels of independence and responsibility.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff work with parents and other agencies to ensure that children get support in the quickest time possible. Sharing of information and consistency support children to make good progress. Staff use different communication methods to help children with SEND and children with English as an additional language. For example, staff use simple sign language and picture cards to help children understand what is happening now and next. This means all children make good progress.
- Parents are provided with daily verbal feedback about their child's day. Updates on the app ensure parents know what children have been doing and the progress they are making. Staff provide parents with ideas of activities that can help learning at home. Parents describe the staff as friendly and welcoming and appreciate the support they receive and the progress their children make.

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:

- improve activity planning to increase children's interests and involvement in activities to support their learning
- provide more opportunities for children to develop their independence skills, especially at lunch times

Setting details

Unique reference number	133725
Local authority	Oxfordshire
Inspection number	10335083
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	25
Number of children on roll	37
Name of registered person	Grovelands Park Pre School Committee
Registered person unique reference number	RP517947
Telephone number	01235 798185
Date of previous inspection	5 June 2018

Information about this early years setting

Grovelands Park Preschool registered in 1990 and is located in Grove, Oxfordshire. The pre-school opens Monday to Friday from 8.30am until 3pm, during term time only. The setting receives funding to provide free early education for children aged two, three and four years. The provider employs six members of staff, five of whom have relevant childcare qualifications.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school manager and has taken this into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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.

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