



Greenhill Village Pre-School

Inspection report for early years provision

Unique Reference Number	300720
Inspection date	26 June 2006
Inspector	Sarah Gilpin
Setting Address	Greenhill Main Road, Sheffield, South Yorkshire, S8 7RA
Telephone number	01142377080
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Registered person	Greenhill Village Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Greenhill Village Pre-School has been open for over 20 years. It is owned and run by a voluntary management committee and has charitable status. It operates from an annex in the grounds of Greenhill Primary School and has a fully enclosed outdoor play area. The pre-school is situated in the Greenhill area of Sheffield and serves children and families living locally.

A maximum of 32 children, aged from two to under five years, are cared for in the

provision at any one time. Children may start attending from the term in which they are three. The pre-school opens Monday to Friday during term time only. Morning sessions are from 08.50 to 11.20 and afternoon sessions are from 12.25 to 14.55.

There are currently 108 children on roll. Of these, 106 receive funding for nursery education. Children attend for a variety of sessions. The pre-school currently supports a small number of children with special needs.

The pre-school employs 11 staff. Six of the staff, including the manager, hold recognised early years qualifications. The setting is a member of the Pre-School Learning Alliance and is participating in 'Sheffield Kitemark', a local quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a clean and suitably well maintained environment. Staff implement most of the group's health and hygiene policies and procedures to ensure that areas used by the children are adequately cleaned. For example, they use anti-bacterial spray to clean the tables before meals. However, children are not routinely reminded to wash their hands before snack time, and as a result the children's understanding of good hygiene is not adequately promoted. There are clear procedures for dealing with accidents involving children, such as a fully stocked first aid box. The manager regularly reviews accident records to ensure the children's well-being is monitored. Staff ensure they have an up to date knowledge of first aid because they attend regular training courses. As a result, children's good health is promoted.

Children enjoy a drink of milk and a variety of foods during the routine snack session. They eagerly eat the varied fresh fruit, which staff chop into bite size pieces. These include, banana, plum, melon and pear. The staff work in partnership with parents to ensure they have detailed information about the children's individual dietary needs. In addition, staff plan food related activities, which the children enjoy, such as making stew and porridge.

The children benefit from fresh air and exercise because they have daily opportunities for outside play and the outdoor play area is used for focused activities during the pre-school session. For example, children are helped to develop their throwing and catching skills because staff make the small group activity fun. Children are able to rest during planned quiet activities, such as story and circle time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a welcoming and secure indoor and outdoor environment. The staff are vigilant as the children play and work directly with them

throughout the session. They implement the health and safety policies and procedures to ensure the children are kept safe. Children's awareness of how to keep themselves safe is promoted through the gentle reminders from staff to take care, for example, when they are running in the room. The routine fire evacuation practices ensure that children have a growing awareness of how to deal with emergency situations.

There is a good range of equipment and resources, which are stored in low-level units and shelving to ensure that children can access them safely. Children are able to make choices from the resources selected by the staff each day. Toys and resources are in good condition and meet the required safety standards.

The children are safeguarded because staff understand their role in child protection and are able to put the group's detailed policy into practice. For example, there are clear incident and existing injuries records, which are used to monitor the children in the setting. Staff have attended training and have a good working knowledge of the procedures of the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy the group activities and they enthusiastically take part in what is planned for them. There are warm and affectionate relationships between the staff and children, and as a result the children are very happy and well settled. Staff support the children throughout the day, working alongside them and engaging with the children in a variety of activities and experiences. Children enjoy this interaction and often seek out adults to join their games. For example, they make ice creams in the role play ice cream parlour for the staff, asking them what flavour they would like best. They show an interest in what they do and can concentrate well for short periods of time when they make seaside scenes with the 'fuzzy felts'. Children begin to distinguish between right and wrong and the staff set good examples to the children, for example, they remind them about good manners at snack time. Children begin to understand and respect the values and feelings of others and they are able to share and take turns and this is actively encouraged by the staff. The children form constructive and harmonious relationships with one another. For example, they name a friend and throw the ball for them to intercept, laughing when they catch their friend or an adult out.

Nursery Education

The quality of the teaching and learning is good. Staff use their knowledge of the individual children and their understanding of the Foundation Stage curriculum to plan for children's progress and learning. The group environment is well-organised and the routine of the day ensures that children enjoy free play and adult-led focused activities, which are broad, balanced and cover each of the six areas of learning. However, the older and more able children are not sufficiently challenged to develop their independence because the staff select resources for them to use each day. The staff successfully use open ended questioning techniques to test the children's knowledge and challenge their thinking as they enjoy an interesting discussion about

the weather. Staff use their observations of what the children can do to produce assessment records, which clearly illustrate the progress children are making in their learning.

Children are motivated and eager to learn, they enjoy new activities and join in with interest. For example, they are keen to play in the creative and tactile area. There are good relationships between the children; they often seek one another out to play with chosen resources, such as the role play area and the construction corner. The children are competent to manage their own personal hygiene and recognise when they are feeling tired after outside play.

Children are very confident speakers, they have a wide vocabulary and like to talk to their friends and the adults as they play. They successfully negotiate with their peers, using appropriate language as they play; for example, as they take turns to be the goalkeeper and take shots with the football. They engage in activities, such as feeling sun cream and by using their fingers to write their names on a tray, to practise and refine their fine motor skills. As a result, the older children confidently write their names, holding a pencil correctly to accurately form the letters.

The older children count confidently and recognise numbers up to 10. They use practical activities, such as counting the boys and girls to add numbers together to reach a total. This is extended well because the staff use numerals and symbols to lay out the sum, and as a result the children's knowledge of simple addition and subtraction is developed. They know and spontaneously use the names of two and three dimensional shapes and use positional language to describe what they see. Children enjoy exploring their environment as they participate in outdoor activities. They have good mouse control to click and drag when completing programmes on the computer. Children move with confidence around the group, they pedal ride-on toys and accurately throw and kick a ball with growing ease.

Children's individual creativity is not sufficiently developed because the craft activities are structured and often adult directed. In addition, staff do not encourage the children to experiment with paint because it is not part of the planned activity. Children thoroughly enjoy making music using a steel drum and they show some awareness of rhythm as they sing well known songs.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them well and work hard to meet their individual needs. The equipment and resources are not gender stereotyped and promote children's awareness of other cultures and the world around them. For example, there are interesting books about different religions. There is good provision for children with special educational needs because staff have an excellent understanding and promote the inclusion of all children. They know the processes for working with parents and other professionals to support all children's development.

The children behave very well, they play extremely successfully together, sharing and negotiating turns with favoured activities and equipment. Staff use positive

reinforcement to good effect to distract the children when their behaviour is challenging. When children are disruptive they are dealt with effectively by the staff and the clear explanations of what is acceptable ensure they are beginning to understand right from wrong. There are warm and affectionate relationships between the adults and children, and as a result children are confident and feel good about themselves. They comfortably play alongside the staff who work hard to develop the children's learning. The children's spiritual, moral, social and cultural development is fostered.

There is a good partnership with parents. An interesting and informative notice board ensures they know about the provision for their children. The detailed parental information brochure gives important information relating to the policies and procedures of the setting, the complaints procedures and the ethos of the learning environment. Easy going verbal exchanges as the children arrive and depart help staff and parents to keep up to date with the children's changing needs. The parents can share in their children's learning because the planning is displayed and a regular newsletter provides them with details of forthcoming events. The parents are regularly invited to look at the children's progress records, which ensures they know about their children's achievements in relation to the six areas of learning.

Organisation

The organisation is good.

The children are cared for in an environment that is effectively organised to meet their needs and the varied routine for the session ensures they have a broad range of play and learning experiences. The staff are qualified, experienced and the robust recruitment and vetting procedures ensure that staff are suitable to care for the children. There is a high adult-to-child ratio because additional staff are used to effectively support children with special needs, which means all children are well supported in their play.

The leadership and management is good. The manager has clear expectations of the staff team regarding their interactions with the children and she gives high regard to the development and learning of the children in the group. She has an awareness of the strengths and the areas of development in the setting, such as the outdoor play space. She is actively involved in monitoring the planning for children's learning to ensure it meets the needs of all children attending the group.

The group has a comprehensive range of policies and procedures, which are successfully implemented by the staff to support the care of the children. However, the lost and uncollected child policy does not detail how staff would deal with a child being lost while on an outing. All of the required documentation is completed accurately and retained for the required period of time, for example, the registers of attendance and the accident records. Overall, the provision meets the needs of the children for whom care is provided.

Improvements since the last inspection

At the previous inspection the setting was required to increase the staff's knowledge of child protection. Staff have a clear understanding of the procedures for dealing with concerns about a child in the setting, which are in line with the local procedures and as a result, the children are protected.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the children's awareness of their personal hygiene
- develop the lost child policy to ensure it is more clearly defined.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to express their own creativity and challenge them to develop their own ideas
- provide more opportunities for the older and more able children to self-select and operate independently.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

