



Greenleys Community Pre-School

Inspection report for early years provision

Unique Reference Number	141748
Inspection date	13 November 2006
Inspector	Sylvia June Crawford
Setting Address	Ardwell Lane, Greenleys, Milton Keynes, Buckinghamshire, MK12 6AY
Telephone number	01908 322211
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Registered person	Greenleys Community Centre Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Greenleys Community Pre-School opened in 1997 and operates from one room in the Greenleys Community Centre, Greenleys which is in the north of Milton Keynes. The group is managed by a committee of volunteers who are mainly parents of children in the group. A maximum of 28 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 14.30 term time only. The pre-school offers both sessional and full day care. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from two to under five years on roll. Of these, 40 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs seven staff. The manager and four staff hold appropriate early years qualifications. There are two staff working towards qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, well maintained environment. They stay healthy because staff follow current environmental health and hygiene guidance, and have effective policies and procedures in place. Children are learning good hygiene practices, for example, how to wash their hands properly after using the toilet and before they have snacks or lunch. Children are developing good self-care skills and they are becoming aware of their own bodies; they put on their coats when going outside and know why they feel hot when they are exercising. The provision safeguards and promotes children's welfare through staffs knowledge and experience in first aid and sick child procedures. However, when completing the accident book staff do not always record full details.

All children have opportunities to develop their physical skills. Weather permitting, they go outside during each session and have a choice of resources. They enjoy riding on bikes, on sit and ride toys or playing with a football. Children can also take part in organised PE sessions where they experience large play equipment. Staff support and encourage children to move confidently, imaginatively and safely during these sessions.

Children benefit from their snacks being healthy and are offered fruit or vegetables each day. Staff ensure that snacks are suitable for all children. Drinks are readily available and children choose whether they would prefer to drink milk or water. Staff advise parents to provide healthy food in their child's lunchbox and children are encouraged to eat the healthy options first before sweet things. Lunch boxes are stored appropriately. Children eat their lunch in a separate room where they are well supervised by staff who sit with them and encourage them to have good manners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff organise and present the activities before children arrive allowing them free choice and the ability to start playing straight away. The room is bright and airy and children's art work is on display in all areas which contributes to their sense of achievement. Children use the areas available to them confidently and are able to access a wide range of good quality resources and equipment. Staff check toys and equipment regularly to ensure they remain safe for children's use.

Risks of accidental injury to children are minimised because staff are vigilant and use regular risk assessments to reduce potential hazards. They have a very effective security system for the arrival and departure of children where parents come in one door and exit through another. All children are allocated a password and this is used when someone other than the parent or carer collects the child. Staff remind children about possible dangers and they are learning to

keep themselves safe, for example, not to run in the room with the ball and to be careful with the scissors.

Staff have a good understanding of child protection and the procedures to follow if they have concerns about a child in their care. Parents are aware of the role and responsibility of staff with regard to child protection through the written policy. This ensures children's welfare is safeguarded. However, the policy does not carry information about the procedure regarding allegations made against staff or others.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the staff's knowledge of them as individuals. The group ensures they have good details of each child's needs through information taken at admission and afterwards through frequent communication with parents. This enables them to begin to meet children's individual needs from their first day in the group.

Most children are settled and secure at the pre-school and enjoy a well established routine. They form good relationships with the adults and other children within the group and play happily together. Staff demonstrate a very caring attitude towards all children and are always available to join in their play. They are attentive to individual care needs and are very supportive of children who may be having difficulty in settling. Children in the pre-school approach their key workers confidently. They all take a very active part in their chosen activity, for example, threading cotton reels, picture lotto and doing puzzles. Children are learning to distinguish between right and wrong and are taking turns and sharing. Staff use every opportunity to extend children's language and consequently children's communication skills improve.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of learning and benefit from positive interaction and good use of staff questioning during free play and activities. Staff have a good understanding and knowledge of the stepping stones and early learning goals and how children develop and learn effectively. Children enjoy their time in the pre-school and take part in a good range of activities to support most aspects of the Foundation Stage Curriculum. Staff plan the curriculum well to promote children's learning and they make regular observations to inform future planning; however, they do not record the next step in individual children's development.

Children show a sense of belonging as they greet each other and the staff on arrival. Children are eager to do activities; they concentrate well and listen attentively. They learn independence through everyday routines, such as using the toilet independently and putting on their own coats. Children have free access to all resources and are encouraged by staff to go and get something else out if they want to. They enjoy listening to music, singing familiar songs and joining in with action songs in the larger group. They have free access to books and handle them with care both in groups and alone. They participate enthusiastically at story time and enjoy the anticipation of a well known story.

Children have the opportunity to explore new experiences, for example, cooking at the Greenleys take away and caring for pets at the vets. Consequently, children are developing and extending their imagination. Most children know their primary colours and they have access to a variety of activities to help them develop their creative play. The children produce some lovely pictures, such as, firework pictures using chalk on black paper and staff ensure that children's work is valued which promotes their self-esteem. Children have some opportunities within the group for making marks through more structured activities such as drawing but mark making in everyday activities is limited. This reduces their ability to spontaneously develop early writing skills.

Children are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment such as scissors and shape cutters. At one activity where children make patterns using taps and hammers, the staff photocopied it so that children could take a picture of the end result home. Children use size and shape language and they are confident to count up to 10 and often larger numbers with staff support. The number line is at child height; consequently, staff are able to encourage children to go and touch the right number, for example, one child found the number nine after they counted the number of adults in the provision. However, mathematical language for calculation is not fully used within the everyday routines to extend children's learning. The children have regular access to physical play both indoors and outside so they can develop their gross motor control. They learn to balance on beams, kick a ball, ride bikes and go down the slide. They listen to staff and learn how to do all these activities safely

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them well. They gather as much information about children before they start in the group so that they can meet their individual needs. Staff are skilled at settling new children and they take positive steps to ensure all children are included fully in the life of the setting. Children are actively encouraged to make choices and take decisions regarding their activities and free play, receiving appropriate support from staff. The group have a number of children who attend with English as an additional language and staff work very closely with the parents to help children feel secure within the setting. Staff record the individual needs of all children.

Staff help children to understand the wider world and diversity through good resources, themes and celebrating festivals. This helps children to develop a positive image of themselves and others. The group have good procedures in place and well trained staff to support children with special needs although none currently attend. Children's behaviour is good, they understand what is expected of them and are learning to share and have respect for one another. Staff are good role models and support children to distinguish between right and wrong. They use praise and encouragement to promote good behaviour; they also have a sticker system in which children gain stars not just for good behaviour but also for being helpful or kind to others. Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are made very welcome into the setting and feel very supported by staff. They receive full information in a variety of way about the setting, and the

nursery education provided. Parents are able to attend progress meetings with their child's key worker, and staff are available, on a daily basis, to discuss any issues to do with their child. Staff maintain a log of any concerns or complaints that parents raise.

Organisation

The organisation is good.

Children are welcomed into a well organised pre-school environment with sufficient staff to ensure children are safe and secure. The setting is brightly decorated with posters, displays and children's artwork, making it inviting and comfortable. Space is used well for all age groups and allows children to play confidently and appropriately.

The recruitment and vetting procedure ensure children are well protected and are cared for by staff with knowledge and understanding of child development. The induction procedure is good and information they receive supports staff to be clear about their role in the setting. Students and volunteers are given clear details about their role working along side staff. All required documentation on the children is kept, including parental consents. They are regularly updated to ensure children receive consistent care. The policies and procedures support children's care and staff are familiar with them. They are shared with parents to promote continuity of care.

Leadership and management is good. This contributes to children's good progress towards the early learning goals. Regular staff meetings take place and staff work very well as a team and promote children's enjoyment at the setting. They have individual training development plans and are supported by the committee to attend on going training, for example, risk assessments and child protection. The committee are very supportive and work closely with the person in charge to ensure the smooth running of the provision. Staff make observations, monitor and record children's achievements which informs future planning. However, they do not record the next step in individual children's development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the group were asked to ensure that the committee understood their roles and responsibilities and complied with the National Standards for Full Day Care at all times.

The committee are now more actively involved with the group and the chair has a good understanding of her role. The committee give good support to the person in charge and the staff.

At the last nursery inspection there were no weaknesses but consideration was to be given to the provision of more multi cultural resources and the plans to formally include how activities are adapted for children of different abilities.

The group now have a good range of resources that reflect equal opportunities and help the children understand the wider world. The plans now include information for staff on how to adapt activities for the younger child.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain 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):

- ensure that written procedures are in place to be followed in the event of an allegation made against staff
- ensure that full details are recorded in the accident book.

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 practise mark making and writing for a purpose during everyday activities and extend opportunities for children to develop their skills in calculation
- enhance the planning of the curriculum, by ensuring that the next stage of children's learning is recorded and used to guide planning.

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